



College and Research Libraries

Contents

THE CONTRIBUTION OF COLLEGE AND UNIVERSITY LIBRARIES TO THE TRAINING OF THE ARMED FORCES	3
Phillips Temple	
THE POSTWAR ROLE OF LIBRARIES	19
Charles B. Shaw	
THE NEW ENGLAND DEPOSIT LIBRARY	21
Andrew D. Osborn	
STORAGE OF LITTLE-USED LIBRARY MATERIALS	28
Harold L. Leupp	
RARE BOOKS AT HARVARD	31
William A. Jackson	
AN ANALYSIS OF THE WORK OF THE INFORMATION DESK AT THE UNIVERSITY OF ILLINOIS LIBRARY	36
Ruth M. Erlandson	
CONDITIONS CONTRIBUTING TO THE EFFICIENT SERVICE OF STUDENT ASSISTANTS IN A SELECTED GROUP OF COLLEGE LIBRARIES	44
Helen M. Brown	
COLLEGE LIBRARY EXHIBITS: A BIBLIOGRAPHICAL APPROACH	53
Agnes Reagan	
CANADIAN AGRICULTURAL DOCUMENTS, FEDERAL AND PROVINCIAL	62
Dorothy Kelly Chatwin	
SENIOR COLLEGE LIBRARIES FOR NEGROES IN TEXAS	75
O. J. Baker	

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Volume V, Number 1

(Continued on next page)

Contents

(Continued)

McDIARMID SUCCEEDS WALTER AT MINNESOTA	84
News from the Field	86
REVIEW ARTICLES:	
<i>The Reference Function of the Library</i>	90
Jerome K. Wilcox	
Spencer, Gwladys. <i>The Chicago Public Library: Origins and Backgrounds</i>	92
Carl Vitz	
<i>American Standard Reference Data and Arrangement of Periodicals</i>	95
Helen Grant Cushing	

Professor Ernest J. Reece, of the School of Library Service, Columbia University, has given generous assistance in preparing this issue of *College and Research Libraries*. He will have direct charge of assembling material for the March issue.

By PHILLIPS TEMPLE

The Contribution of College and University Libraries to the Training of the Armed Forces

The librarian of Riggs Memorial Library, Georgetown University, Washington, D.C., prepared this report at the request of the Association of College and Reference Libraries.

THE VENERABLE PRACTICE of "taking a survey" has always been attended by certain difficulties, not the least of which is the anxiety as to whether the data under review reveal facts of sufficient value to warrant the effort involved. In the present case this anxiety is happily absent, but its place has been filled by another and, perhaps, even more aggravating one. I refer to the speed with which the situation we shall discuss has changed and is changing.

The most important change took place after the questionnaire on which this article is based had been sent out. Those who have kept abreast of such matters will recall that the question of compensation to libraries for services rendered to trainees was for some time not very definite. Our questionnaire returns show that some college administrative officials did not ask the government for compensation for their libraries at all; in some cases compensation was given but the details were then considered confidential; in other cases compensation had not been

given, and librarians were at a loss to know whether this was to be the permanent state of affairs or whether arrangements for payments would be made later on. Finally, some libraries reported hopefully that negotiations in which the interests of the library were being given attention were proceeding but had not yet been completed.

Vigorous representations on behalf of the libraries engaged in the various training programs were made to the Secretary of War by the American Library Association, based largely upon data supplied by Charles H. Brown, chairman of the War-time Activities Committee, Association of College and Reference Libraries. Shortly thereafter the Secretary of War advised the A.L.A. that libraries were to receive compensation for work with trainees. The details of this compensation are embodied in the *Army Service Forces Manual M-102*.¹

This *Manual* has been sent to the presidents of the colleges and universities engaged in training programs. It covers

¹ *Army Service Forces Manual M-102, Army Specialized Training Program, Training Unit Contract Instructions for University and College Authorities Offering Training Facilities for Army Trainees.* Headquarters, Army Service Forces, Oct. 1, 1943. Approved by the Joint Army-Navy Board for Training Unit Contracts, Sept. 9, 1943, and Director of Personnel, Headquarters, A.S.F., Sept. 20, 1943.

expenses, use of facilities, instruction, medical services, subsistence, maintenance and operation, payments reports, revision of rates, and termination, and contains as appendices examples of a training unit contract and of revised working data forms. The *Manual* is designed, of course, to cover the entire plant and personnel of a given institution, the library being included as a part thereof.

The following is quoted from Section 11 of Chapter 2, pages 22-23, of the *Manual*:

No allowance is provided in the use of facilities payment for the use of libraries as such. However, if certain rooms in library buildings are used for classrooms or study halls, then, of course, a payment should be calculated on the pro rata value of the space so used. All other use of the library facilities, however, when included in the contract will be paid for on the fee basis outlined under the instruction section of this manual. (See Chapter 3, paragraph 1, h, (2).)

Elsewhere (paragraph 1, h, (2) of Chapter 3, pages 34-35) the *Manual* reads:

(2) Library Costs.

Because of the inherent difficulties of proper valuation for libraries and because of the limited amount of use which the trainees in the program would make of the library service, it has been determined that the payment for the use of library facilities will be computed on a per capita fee basis only. In these cases the payment for library facilities is to represent a charge for library service only and is not intended to represent any allowance for so-called use of facilities for the library building or operation and maintenance of the library building. Reimbursement is intended to include only the direct cost of the library service itself. This should be computed on a per capita basis and included in the total instructional cost, Article 3 of the contract. For the occasional use of the library by the trainees, where its use is not required by the curriculum a

charge not to exceed twenty-five cents per trainee per month may be included. However, where the curriculum specifies the use of the library, a satisfactory basis for arriving at the charge would be to ascertain the average cost of library service as shown by the financial reports of the institution for the past three years and then ascertain from the normal number of civilian students during that period what the per capita monthly charge would be. Whatever the calculation shows to be the proper normal cost of rendering library service may then be included, except that a maximum fee of one dollar per month per trainee is the limit which may be approved regardless of the normal library service cost. In this connection college officers should recognize that ordinarily it would be less expensive for the government to purchase necessary reference books and distribute them directly to the trainees than it would be to pay a greater charge for library service.

The matter of library compensation may be briefly summarized thus: one dollar per month per trainee is the maximum allowed when the library is definitely included in the curriculum (*e.g.*, foreign area and language study). A maximum allowance of twenty-five cents per month per trainee is permitted when the use of the library is merely incidental to a given program. It should be noted that the survey we are discussing covers a number of "short-course" programs as well as the Army Specialized Training Program. The *Manual* mentioned above applies only to the A.S.T.P. and the Army Air Forces College Training Program. The A.S.T.P. should be distinguished from the other Army training programs included in the survey, such as judge advocate general, W.A.C., school for military government, meteorology, etc.

Librarians who may wish to have some suggestions as to the basis on which to calculate estimates of costs covering library

service to military units are referred to the circulars on *Libraries and the War* edited by Mr. Brown and available from the American Library Association.

One point cannot be stressed too much: all college and university librarians who are giving service of any kind to the armed forces are urgently requested to keep a record of such services in as much detail as circumstances permit and to send on promptly periodic summaries of facts and statistics to Charles H. Brown, Iowa State College Library, Ames. Such gains as the committee has been able to make are due in no little degree to the enterprise and initiative of those librarians who have kept Mr. Brown informed about what they are doing. If further gains are to be made, a steady flow of such information to the committee is essential.

The present article is based on a questionnaire sent out by the committee to 460 colleges and universities which are listed as being eligible for the assignment of military units. Not all of them, however, had such units assigned at the time of writing. Because staff shortages and lack of time are almost universal handicaps, the questionnaire was made as simple and as short as possible. It was agreed that the information submitted would be treated as confidential. For this reason the names of individual libraries and librarians have been omitted entirely throughout the present paper.

The points covered by the questionnaire are as follows:

1. What units of the Army, Navy, Air Force, or other branch are now at your college?
2. What is the approximate number of men in the armed forces receiving instruction from your faculty (Army, Navy, and Air Forces)?

3. What is the approximate number of men in the armed forces using the library per day (Army, Navy, and Air Forces)?

4. What provision is made for study rooms?

5. What provision has been made for recreation rooms, music, etc.?

6. Are lectures given by members of the library staff?

7. Add other notes which you think would be of value to us.

At the time of writing, 235 replies had been received from 44 states and the District of Columbia, the states not reporting being Delaware, Florida, Nevada, and Wyoming. A detailed statistical tabulation is given at the end of this article, the chief features of which we summarize here as follows:

A total of 524 training units were reported. Of these, 229 were Army units, 170 Navy, and 125 Air Forces. The total number of men and women receiving instruction is 186,479, of which 81,397 classify under the Army, 65,107 under the Navy, and 39,975 under the Air Forces. The total number of trainees using the libraries of the reporting institutions *per day* is 52,383, of which 24,036 are in the Army, 18,545 in the Navy, and 9802 in the Air Forces.

Study Rooms

Special provision for study rooms was made by 151 libraries, while 84 reported that they did not make such provision. With the latter it was not a case of refusing cooperation but of local circumstances. The 84 libraries (with one exception) indicated that facilities for study were available elsewhere on the campuses. Sometimes libraries were turned over entirely to the use of trainees or to the combined use of trainees and civilian students. This latter arrangement was rendered pos-

sible only because of the marked decrease in the regular student body. In the majority of cases the library's ordinary reading rooms were found to suffice, but not infrequently seminar, browsing, reserve book, and other rooms were placed at the disposal of the military authorities.

Library hours have been lengthened in many instances to care for servicemen. These changes range from an hour or so added at each end of the day to the opening up of additional rooms staffed for forty hours per week. Libraries which ordinarily close on Saturdays and Sundays have arranged to remain open on those days, and one New England library serves F.A.L.S. men 121 hours per week. When the additional staff needed in order to lengthen hours cannot be obtained, some librarians have adopted the procedure of giving day service in the library with the understanding that the administrative officers of the college will provide quarters for evening study elsewhere on the campus. Such arrangements presuppose that the trainees bring their own books. In fact, the use of the reading rooms "for study purposes" generally has this connotation.

In addition to handling "mass formations" of the type just described, a number of libraries have personalized their service as an accommodation to individual trainees who have simply asked "for a place where I can study quietly." Even in cases where dormitories are furnished with lamps and reading tables, the noise and other distractions are so great that study is practically impossible. In one instance, stack cubicles were assigned upon request to senior class V-12 men; in another, the men were given a general "stack privilege" (regardless of status) because this particular institution happened to

have adequate means of supervision. A Massachusetts library placed sixty-one study tables in alcoves at the disposal of servicemen and reports that they are constantly in use by a Navy detachment. A District of Columbia library permits Army men to use desk space in the cataloging department. Numerous other instances of special accommodation might be cited.

Even in cases where dormitories have been equipped with reading and study rooms, these were often arranged and stocked with books by the library staff and thus became a part of the general library picture. One library reports that it supplied a room for the use of servicemen with "5500 pertinent books." When extra rooms were not readily available, the addition of a number of chairs in the existing rooms has helped to solve the problem. Another of the services reported was the installation of fluorescent lights for Army use. Only one library mentions, without further qualification, that there was "no available space in the library" for military students. In all cases but one the ordinary staff administered the reading rooms, the exceptional instance being that of an institution where "Navy personnel in charge of reading room after taps until 11 P.M." was noted.

An example of study room and other library service closely resembling that given to trainees but directed not to the Army or Navy but to the training of civilian nurses was reported by a Pennsylvania librarian. The college in question is attended by eighty-three nurses who, although they have brought a number of books with them, are still provided with supplementary books and study room facilities by the library, even though the staff has been decreased and the number of users greatly increased.

Recreation Rooms

As to the provision of recreation rooms, it is important in dealing with this type of library service to distinguish between the recreational use of the library's ordinary facilities and the use of recreation rooms as such. Otherwise one might easily give the impression that the library's resources have been dragooned into the service of amusement rather than of education properly so called. This is not, of course, to say that a library may not legitimately offer relaxation and light reading—some examples of this legitimate function of the library are given here, but the distinction should be kept clearly in mind to avoid misunderstanding.

The most frequent type of recreational service mentioned by the libraries surveyed is the "browsing room." Such rooms vary from a small, segregated collection of books in an alcove to large halls capable of seating a hundred or more persons and equipped with lounges, easy chairs, smoking stands, piano, radio, victrola, etc. Of the 235 reporting libraries, 48 offered such facilities and 187 did not, although a large proportion of the latter indicated that such facilities were available elsewhere on the campus.

Three libraries mentioned, as a part of their service, the use of art galleries. A Virginia librarian writes as follows:

Our museum was rented to the Navy in August 1942. Since then the library has sponsored a series of art exhibits available to the servicemen here and to those in nearby camps. This is a supplement to our regular program of activities but we do it so that art will not be entirely denied the people in our community while the war goes on.

When the library lacks a browsing room this service to the men has in

numerous cases been supplied in cooperation with the military authorities by the establishment of such rooms in the barracks or in nearby dormitories. Thus a Colorado librarian writes: "The Navy Radio Unit and the Cooks and Bakers School do not use the library, but we established ward room libraries in their barracks which we service once a week." The same librarian also set up a library in sick bay on the campus and serviced this collection weekly.

Rental book collections are used to a considerable extent by members of the armed forces, although no statistics were assembled on this point.²

Phonograph Use

Victrola record collections proved to be the most popular form of nonbibliographical recreational service offered by libraries. Seven libraries reported the possession of the Carnegie "College Music Set" which covers the whole range of music throughout the centuries, and each of the seven librarians reported that the records received constant use by the trainees. Many other libraries have collections of records of varying sizes, and, although the general practice is to require that the records be played in the library's listening rooms, some grant permission to the men to borrow them. The use of listening rooms ranges from "a half hour each evening" (a West Virginia library) to "continuous use from 8:30 A.M. to 9:30 P.M." (a Georgia library). When the library itself does not maintain a record collection, the music department of the university is often mentioned as supplying this service. In one instance (an Alabama library) the music

² "College Rental Libraries in the War Program," in *The College Store*, autumn 1943, describes briefly the rental services at the universities of California and of Chicago.

department transferred its entire collection to the library and set up three permanent listening rooms there. "At least one listening room has been in use by soldiers every hour the library is open. The music department holds weekly recorded concerts in the library."

Only one instance was mentioned of the use of a library's projection room and machine for motion pictures for the soldiers, and no library mentioned microfilm equipment under any head, recreational or otherwise. As for book displays, the returns show that although they are necessarily limited in comparison with peace times, they nevertheless form a definite part of library service to the trainees. The rare book collection proper, mentioned by just one library, was shown to be a means of arousing interest in the realm of books while offering at the same time a worth-while form of relaxation for men whose full schedules permit of very little time for anything except routine work.

Library Lectures

A unique opportunity has been offered by the present emergency for librarians to put into practice certain basic pedagogical principles which they have been urging for years. The ability to use the library intelligently is obviously essential to anyone who wishes to gain an education, and equally obvious is the fact that one means of gaining this ability in library use is instruction therein by persons technically qualified to give it. Many librarians have felt, and with good reason, that the arrival on their campuses of thousands of students ready to begin their college careers under military auspices presented the ideal condition for the realization of these principles on a large scale. Unfor-

tunately, however, circumstances have combined, not to detract from the cogency of the principles, but to prevent librarians from actually demonstrating their validity.

A prime instance of this is the introductory library lecture. The returns from the libraries surveyed show that:

- 8 gave lectures to all students on the use of the library
- 5 gave such lectures to Navy students only
- 3 to R.O.T.C. students only
- 3 checked the entry but did not explain the type of lecture given
- 2 gave lectures to A.S.T.P. only
- 2 gave lectures to those taking the English course
- 1 gave lectures to medical students only
- 1 reported "four lectures given"
- 1 reported "three lectures given"
- 1 reported lectures "to all not previously in college"
- 1 gave lectures on current best sellers (not on library use)
- 1 reported lectures by library staff on non-library subjects
- 1 reported "staff available for lectures if needed"
- 1 distributed a handbook explaining the use of the library
- 1 reported lectures by members of the music staff

Why, it may be asked, out of all of the colleges whose libraries are handling servicemen, should such a paltry few report anything at all on such a vital function in the library's economy? The answer is brief: there is no time for such activity, and besides the trainees use textbooks. The latter point will be dealt with later. As for the first point, no phrase regarding library service is so frequently repeated as, "the men have no time." Librarians write that: "When the W.A.C. students finish a week's work, they want nothing

but light reading;" "We offered our services, but the military officials said there was not time;" "The men on our campus have one hour at the end of the day to themselves, and we feel we would be imposing on them if we tried to make them use the library," etc. etc.

Meanwhile, what about the few libraries which did manage to furnish trainees with library instruction? We learn from a library in the East that the A.S.T.P. representative, as well as the dean of the school which handled a contingent of F.A.L.S. men, was heartily in favor of continuing the library lectures which had already been given successfully to several thousand S.T.A.R. troops. Yet the utter impossibility of working another hour into the schedule made impossible the continuance of a library training program which had proved its worth. However, the dean in question did incorporate the librarian's plan into his report to the Army officials, in order that the work of the library might receive proper attention.

Another library reported that the freshman English class was not only given instruction but was required to complete a certain number of problems in the use of reference tools. A librarian in New York State said that they had not given lectures but that so many questions were being asked about the use of the library by the cadets themselves that his staff had requested such lectures in order to lighten the work. The lectures were subsequently given to each incoming group of trainees.

In Colorado a librarian, in addition to addressing a general assembly of the A.S.T.U., gave them a short examination on their ability to use the library. This examination consists of four mimeographed pages and covers the use of the catalog, periodical indexes, standard refer-

ence works, and library materials in special fields. It is an extremely interesting example of the type of test calculated not only to reveal the knowledge of the student but also to arouse his interest in reference work.

A significant contrast to the college noted above which reported a lecture on the library "to all not previously in college" is the comment from a librarian in the East. He writes:

After each lecture, in about three out of five cases, former college students came up to me and commented on how helpful it would have been to them had they had such an introduction to the library when they were in college. Even an elementary period in library use would have saved them lots of wasted time during their four years. I gave them the bleak consolation of telling them that specially conducted tests in library reference tools, given to graduate students, had proved that it was possible to pass through high school, college, and several years of graduate work without ever having heard of the *Readers' Guide*.

Amount of Use

As for the use that trainees make of the libraries of the institutions at which they are stationed, we have already noted that this was reported as being 52,383 per day. Thirteen libraries remarked that their collections received an extraordinary amount of use, while thirteen wrote that theirs received practically none. In many cases it seems that there was greater activity at the beginning of the training programs early in 1943 than was subsequently the case. Although the reasons for this have not been explicitly stated by every reporting library, the data at hand make it seem highly probable that the explanation lies in the fact that the S.T.A.R. programs, with which some libraries were then concerned, allowed the servicemen

more time for study in the library. Moreover, the preparation for tests following the "refresher courses" tended far more to integrate the library with the curriculum than the later programs have.

As was to be expected, variation in the amount of use of the libraries reporting coincided to some extent with the different types of units being served. It would be a simple matter to report the precise situation in this regard if the correlation were constant, but it is not. One library writes, for example, that the Navy men use the library far more than the Army trainees. Yet another librarian indicates the exact opposite. One can only conclude that the pattern of use is determined locally.

However, two points stand out fairly definitely. First, the R.O.T.C. students use the library with greater freedom than any other group, for the obvious reason that their schedules approximate more nearly than those of any other group to the prewar balance between library and classroom. Second, the trainees, on the whole, make more use of the library *when permitted to do so* than civilian students. Here again the reason seems obvious: they have a more intense motivation than the average peacetime or civilian student. But it should be borne in mind that even here the reporting libraries were not unanimous on the superiority of military over civilian use: a large library in Iowa (to cite only one instance) adduced figures to demonstrate the contrary.

Variation in Usage

A specific example of this variation in usage among different units is afforded by a large Illinois library:

Heavy use of the library is made by the Civil Affairs Training School and the various programs in meteorology, for whom

separate library provision has been made. The language and area units make less use of our Modern Language Reading Room. The Army Specialized Training Program makes little use of the library, except as a study hall and occasionally for recreational reading drawn from the college library.

Other letters could be quoted to illustrate emphases in other directions.

Of the libraries stressing the great amount of use given their collections by trainees, one reported sixty to seventy men per day, with the librarian busy with reference questions and reading guidance. A Colorado librarian says that "The men in our A.S.T.U. make great use of this library. By actual count, from 250 to 275 use the library daily. We have checked out 10,000 books for use in their barracks. Also, we do an appreciable amount of reference work." A New England librarian states that "Our campus has never been as busy as it is now. The library is crowded to the limit during study hours." From West Virginia comes a statement that "I have been surprised at the use of the library by the Army engineers. Many of them make serious and effective use of both our reading room and book collection."

Unfortunately, such extensive use of the library is not reflected in the majority of the institutions surveyed. Attendance figures are frequently quite high, but they are just that—"attendance" figures. They prove no more than that the library has afforded space for what is virtually non-library work. Perhaps the most extreme case of nonuse comes from a New England institution:

A Naval program caused the cessation of all civilian programs. Navy supplies own faculty. . . . Librarian granted leave of absence, library not in active use. . . . Trainees do not use any of the institution's reference

books . . . though recreational use of magazines and browsing room proffered. But course is so intensive there is little time for reading.

A Pennsylvania library reports that, although there are 530 Navy, Marine, and Air Force trainees on the campus, "not more than a dozen men use the library, and then it is for recreational reading." More deplorable yet is the situation of a librarian who wants to be of service but whose patrons (a Naval training contingent) are located ten miles away in a former C.C.C. camp.

Influence of Textbooks

The lack of time for either library training or library use has been commented upon. There remains another factor which is, perhaps, the most important of all. A Pennsylvania librarian placed his finger on it when he complained that the old textbook method was used rather than modern methods of instruction. Our survey reveals that in the majority of cases where the library has not been used, the textbook method of teaching has been a chief cause of this. There seems little doubt that the other important cause—lack of time—is intimately connected with the textbook factor, since this factor necessarily implies that consciousness of the library's function in education is absent. This being the case, it is natural that "little time" for its use would be provided in the schedule.

It is recognized by librarians, as well as by others, that in some subject fields, the library will naturally be called upon to play a role of less importance than in others. Physics, mathematics, and biology students, for example, while they cannot afford to ignore the library, nevertheless do not ordinarily make the same demands

upon it as do students of economics, English, geography, and history.

However, the most interesting development regarding this general problem has been the way in which the textbook method has proved self-refuting. Time and again the military authorities are quoted as maintaining that "the use of the library will not be necessary because we're using textbooks." Now it is quite true that a heavy schedule and an intense concentration on a single textbook are bound to reduce seriously the use of the library, and have indeed done so. But—and this is the point—*despite this obstacle* a number of librarians report that individual students are continually coming into the library and using it anyway. But how, it may be asked, when the lack of time has been demonstrated, can this be true? The answer is that the men simply make their own opportunities. They come in during meal times or snatch odd minutes between classes or even use the one precious hour during the day which they have to themselves. In one way or another, they unconsciously demonstrate that the textbook alone is not enough. Most modern educators, and certainly most librarians, were of this opinion in the first place, but we repeat that this empirical substantiation of the fact, coming from the rank and file of the students themselves, merits attention.

An ironic incident is reported by the librarian of a large university in the East. The military authorities had maintained that the library would not be needed by the trainees. One of these officers attempted several times to reach the librarian on the telephone and complained later to the librarian that he had been told "to call back" each time. He wanted to know why. It turned out that the librarian

was so busy giving reference service in the reading room to the trainees "who do not need to use the library" that he hadn't had time to come to the telephone.

Book Purchases

The selection and purchase of books for trainees have been reported by the libraries surveyed to lie chiefly in the following subject fields: aeronautics, chemistry, codes and ciphers, economics, engineering, first aid, geography, history, mathematics, medicine and dentistry, meteorology, military science, physics, war books (current), and foreign languages.

The following excerpts from the letters received may stand as representative of what many librarians are doing for trainees in the matter of book purchases: "We have added about 3000 new books to our collection in both U.S. history and economic geography; also the newest war books and the older American history and American literature [titles] are in constant demand" (Colorado); "Purchase of many expensive, valuable background naval history books. These are popular with seamen and are needed for naval history course" (Michigan); "We have developed a basic collection in meteorology for the use of the Army and are continuing to add to it the more significant current titles and government publications" (District of Columbia); "Our book buying has been predominantly in fiction and war books" (Vermont); "We have bought for the servicemen books on strategy, tactics, and the progress of various campaigns" (Texas).

In many instances duplicate periodical and newspaper subscriptions have been taken for the benefit of trainees and duplicate copies purchased of those books in various fields which have received the

greatest use. An Illinois library which serves 250 military students orders all of the textbooks used by them. Since each man uses a dozen different texts, this one service alone entailed the handling of three thousand individual books.

Circulation

It is the almost universal practice among the reporting libraries to extend borrowing privileges to the service men and women on their campuses on the same basis on which the regular student body is served. In fact, a few libraries went so far as to dispense with the ordinary circulation machinery and allow the trainees to borrow books by simply signing a slip for them. The reasons given for this practice were that diminished staff and increased patronage left no alternative in the matter, that there was very little danger of book losses because the borrowers in these cases were living in a restricted area, and that the libraries concerned were in direct touch with the military officers, to whom delinquents could be immediately reported. There may have been isolated cases in which this privilege was abused, but not a single one was mentioned by any of the libraries surveyed. This experience bears out the impression of many librarians that the service men and women, in their appreciation of library service, are somewhat above the average.

There have been widespread efforts to encourage the circulation of books among military students. An Iowa library writes that in addition to the usual new-book shelf, they laid particular stress on the hobbies in which their patrons were interested. The same point was emphasized by a District of Columbia library, which guided its selection of popular reading by announcing to assemblies of servicemen

that they might leave at the charge desk requests for the books they desired. Such books, upon accessioning, were held at the reserve desk and the requestants notified of their arrival. Individual services of this type are a potent influence in awakening library users to the benefits that a library can offer. It should be noted that a number of libraries mentioned that they made their services available not only to the trainees proper but to the officers and their families stationed on or near the campuses.

An interesting statistical check was made by a Virginia librarian. On September 28 a survey of V-12 and civilian borrowers was made by examining the charge file. This showed that 442 volumes were in circulation: 150 books were charged out to 80 trainees and 292 volumes to "others" (*i.e.*, civilians and off-campus patrons). In other words, 34 per cent of the books circulated had been borrowed by trainees, and these trainees constituted 15 per cent of the total number enrolled in the college. Over a six-day period, it was found that one third of the enlisted men had books out from the library's shelves.

A Kentucky library writes that borrowers' cards were issued to 144 out of 300 Navy men; a Connecticut institution mentions that a purely voluntary borrowing privilege was taken advantage of by 6 officers and 57 cadets who, at the time of writing, had charged out from 2 to 37 books each; a Pennsylvania library listed 121 trainees registered as borrowers. From Alabama comes word that "a great many books are circulated to soldiers, especially in the S.T.A.R. unit. These charges total from 9 to 173 per day, making a daily average of 116." An Arkansas librarian notes that 18 to 20 per cent

of the books in circulation were taken out by trainees. Over a thirty-day period there was a circulation of 4363 books, of which 857 or 19.6 per cent went to trainees. According to an Oregon librarian, 40.7 per cent of the reserve circulation and 25 per cent of the general circulation during August were accounted for by A.S.T.P. students. An Arkansas library, in reporting for the month of September, noted that 765 books, or 31 per cent of their "two weeks" charges, were out to Army men. In addition to this, approximately 90 volumes per day were applied for and used in the reading room but not charged out.

It should be remembered that these services are being extended by libraries whose staff strength has been, in every case, more or less seriously diminished by war conditions. When this is kept in mind, the report from a Kansas library (typical of many) that the "loan department estimates that it devotes as much as 40 per cent of its attention to servicemen" may be seen in its proper perspective. The same institution writes that its reference department receives the same number of requests for information from servicemen as from civilians. The periodicals department frequently gives 100 per cent of its time, while the reserve book room serves an average of one hundred trainees daily.

An interesting example of how the circulation of books to soldiers can serve as a means of cementing library-faculty relationships is given by a Pennsylvania library. The books being circulated to trainees at this institution revealed an interest in history. A member of the history faculty gathered together a number of servicemen from his classes who were interested enough in the historical issues behind the present war to devote the little

spare time at their disposal to outside reading and discussion. In cooperation with the library these trainees received individual bibliographical service, and the response of the men was such that the teacher in question declared the sessions to be at times "the equivalent of graduate seminars, with an enthusiasm often lacking in regular college work." An activity of this sort, carried out under the most difficult conditions (the schedules of all the participants were already heavy) serves as an instructive footnote on the whole question of textbook versus personalized methods in teaching.

Reserve Shelves

A customary practice among the greater number of the libraries surveyed is the establishment of reserved-book shelves devised specifically to meet various needs of the military units stationed on the campuses. Sixteen of the reporting libraries made particularly detailed mention of this aspect of their service. The reserve collections have not been confined to books alone. Typical of many reports is that of a Massachusetts college which writes that "We keep weather maps, topographic maps, mosaics, and aerial photographs" in the reading room for the use of trainees.

A large library in Iowa mentions a reserve collection of "several hundred books for the use of F.A.L.S. students," and a library in Nebraska has equipped every classroom in the building with a collection of relevant materials. This phase of library activity reflects once more the need to supplement classroom work with library service. An Arkansas librarian devised his reserve shelves after a careful examination of the textbooks used, so as to be sure that the students would have an opportunity to consult more than one

classroom text on each phase of the subjects being studied. In each case reported, the use which such collections receive has demonstrated their necessity.

Typical of the libraries which have gone beyond the strictly routine procedures in library service is a Massachusetts institution:

As Navy students are taking their regular academic courses, their use of the library extends to all classifications. . . . As all seniors are to present theses as partial requirement for their degrees, this entails considerable reference work on the part of the library staff in assisting students in the choice of books, checking references, securing periodical material, and compiling bibliographies.

Reserve shelves and tables frequently carry also periodicals subscribed to for the benefit of trainees. An Iowa library, for instance, has added thirty-three periodical subscriptions to its regular list for this purpose. War information files, while not assembled or maintained primarily for servicemen, are nevertheless among the reserved materials available to them. Faculty members assist in many instances in the formation of reserve collections, and a small proportion of the reporting librarians state that members of the teaching staff serve as consultants for the library in their special fields.

Compensation

The question of compensation has already been treated, but the returned questionnaires contain some further facts which may be of interest to librarians. Partial compensation is sometimes given in non-monetary form, as when a library is supplied with books by the government authorities. "Sets of dictionaries were issued to us by the Navy," writes one librarian, "for the use of Navy men in

their translation work." In another case the Army made a similar arrangement. Sometimes the library accessions and catalogs the books, while in one case "the Navy bought eighty copies of two different books on naval science which the library handles as reserves but which are not accessioned or cataloged." Books supplied by the government, although usually reported as being used for the courses taught, are not necessarily so used. A librarian writes that his library "has received from the Navy one thousand volumes of recreational reading material. These are cataloged as a regular part of our collection."

Now and then the delay in payment for library service has caused local complications. A librarian reports:

The commanding officer declared the library to be "out-of-bounds" for students in the A.S.T.P. and A.S.T.R.P., basing his reason on the fact that the Army was making no provision for library service. It took a week to get this order repealed, and since these boys were the ones that borrowed the most books, because they have more free time than the air crew, it had a decided effect upon the circulation. It took a letter from the president of the university to change the order, based on the reasoning that our library was open to the public and moreover the university did not want to deprive the cadets of university facilities that were available for use, even though they were not being recompensed for wear and tear for their use.

Attitude of Military Officials

Since librarians have endeavored for years to educate educators to the importance of libraries and their function in the college economy, it should not come as a surprise that, to a certain extent at least, it is necessary to elucidate these things to the military authorities who, in some cases, are dealing for the first time with libraries as administrative units. The great ma-

jority of librarians who adverted to the point in the questionnaires wrote that the attitude of the military officers was that if textbooks are used libraries are not necessary. At the same time, the returns show that while this is generally the initial attitude, it tends to change as time goes on and the role played by the library becomes clearer to the officers in charge.

There are indications that the military authorities are ready enough to incorporate the library explicitly into the training programs if only they are shown the facts. A major in charge of Army training in a certain area interviewed the librarian of a college which was to receive trainees. They discussed the situation at length, and when the major left he said that he wanted the soldiers instructed in the rapid use of technical periodical literature and in reference work. In this case there was opportunity for the librarian to present directly and clearly what it was that he had to offer. Too often, our questionnaire reveals, decisions involving the library have been made without consulting the librarian at all.

Quite recently the A.S.T.P. representative of a university posted a notice in the faculty reading room, stating that he had received a letter from a high ranking officer in the A.S.T.P. asking for the comments and reactions of the teachers on the progress of the training programs in that institution. The librarian immediately availed himself of this opportunity offered by the Army to state his case. It is too soon to tell what effect his letter had, but the important point is the open-minded attitude on the part of the general who wrote the letter.

The questionnaires returned leave no doubt that the attitude of the military authorities toward the library is still in

process of formation and that the extent to which further recognition of library service is extended to colleges and universities will depend in large measure on the energy with which librarians continue to render service and to keep the proper quarters informed about these services.

Statistical Tabulation

Number of questionnaires sent: 460
 Number of replies received: 235
 Number of states represented: 44 (and the District of Columbia)
 Approximate number of men in the armed forces receiving instruction:
 Army 81,397
 Navy 65,107
 Air Force 39,975

Total 186,479

Approximate number of men in the armed forces using the library per day:

Army 24,036
 Navy 18,545
 Air Force 9,802

Total 52,383

A list of the type and number of units as reported:

a. Army

98 A.S.T.P. units
 63 R.O.T.C.
 16 S.T.A.R.
 15 A.S.T.R.P.
 6 Medical Schools
 6 F.A.L.S.
 6 S.O.A.
 2 Signal Schools
 2 W.A.C.
 2 A.A.S.
 1 Dental School
 1 Fiscal School
 1 Auto Mechanics School
 1 Civil Affairs Training School
 1 Electronics School
 1 Graduate Engineers
 1 J.A.G.
 1 Meteorologists
 1 Nurses School
 1 Q.M.C.

1 Q.M. Petroleum School
 1 School of Military Government
 1 U.S. Military Academy

229 total number of Army units

b. Navy

93 V-12 units
 21 N.R.O.T.C.
 15 N.T.S.
 7 Medical Schools
 7 W.A.V.E.
 5 M.C.W.R.
 4 Marines
 3 S.P.A.R.
 2 Diesel Schools
 2 Midshipman's Schools
 2 Radio Schools
 1 Chaplain's unit
 1 International Administration
 1 Meteorology
 1 Accounting School
 1 Dental School
 1 Supply
 1 Electronics
 1 Recognition
 1 Signal School

170 total number of Navy units

c. Air Force

29 C.A.A.-W.T.S. units
 23 Preflight A.S.
 20 College Detachment Air Crew
 20 F.P.S.
 9 A.A.F.-T.T.C. (premeteorology)
 8 C.A.A.-W.T.S. (Naval)
 3 Air Crew Program
 3 Preflight A.S. (Naval)
 2 Army Air Forces (Air Crew Training Unit)
 2 Army Air Forces (College Training Program)
 2 Meteorology
 1 Air Corps Statistical School
 1 F.P.S. (Naval)
 1 U.S. Cadet Nurses Training Corps
 1 Weather Training Command, Class C, Premeteorology Group

125 total number of Air Force units

Combined total of Army, Navy, and Air Force units: 524.

Aid for Libraries Serving A.S.T.P.

TO SECRETARY HENRY L. STIMSON:

The American Library Association has been informed that Army officers negotiating contracts with colleges in connection with the Army Specialized Training Program are forbidden to permit the inclusion of any allowance for the use of the library in these contracts except in the case of language instruction. The Association has also been informed that tentative contracts already drawn up for the inclusion of such an allowance have been cancelled by orders from Washington. The Association hopes that these reports are incorrect. We are writing to you, therefore, asking that you inform us of the actual status.

If our information is correct, the American Library Association respectfully calls to your attention the following facts:

1. Modern methods of instruction in colleges and universities in general require the use of a large number of books rather than the use of a single textbook. These methods have been generally approved by educators and faculty members throughout the country. It has been found desirable to familiarize students with the work of outstanding authors and to instill in them the habit of consulting a number of books and investigating sources for themselves.

2. While these methods are considered of especial importance in practically all courses of history and English, they are also used in other courses. For example, engineering students are expected to be familiar with the current engineering magazines and should be able to look up material for themselves in these magazines. The modern engineer must familiarize himself with the latest engineering methods if he is to perform his duties satisfactorily.

3. The Army and Navy have recognized the importance of this principle. Excellent libraries have been established in camps and training stations both here and abroad and on board ship. Libraries have been organized on military stations throughout the country. In connection with the training overseas, a large collection of books has been sent abroad. The service of a professional

librarian has been requested by the commander of the forces in North Africa. There seems to be an apparent inconsistency in furnishing libraries and library service to military units in this country and abroad and in denying such service to units in training in this country just at the time when the use of a considerable number of books and magazines would seem to be most valuable to them.

4. Although the Army Specialized Training Program has been in operation only a short time, reports from libraries indicate a very considerable use of library books by enlisted men. A librarian in the Middle Atlantic states reports that sixty of the soldiers borrowed several hundred books during their stay. (S.T.A.R. Unit.) The adjutant has expressed his satisfaction with the work of the library because, he says, it is the library and its books that influence a soldier, more than any other factor, to continue with his college course. Several libraries have reported an unprecedented demand for mathematical texts by enlisted men who desired to review their high school and first-year mathematics. One institution added fifty books for this purpose and still could not satisfy the demands.

A library in the Rocky Mountain region reports that a unit of 250 men was studying in the library daily and that the use of books by these men was equal to that of the same number of civilian students. An institution in the South kept statistics of the use of its library by enlisted men. The librarian reports that the use by enlisted men is in excess of the use by the same number of civilians. Another technical institution in the South reports that one third of the enlisted men on the campus use the library daily by actual count.

Another librarian reports that the demands from enlisted men for books were so great that a total of 1136 books were borrowed from faculty members for the use of enlisted men. Six thousand one hundred and fourteen volumes were called for by enlisted men at the main circulation desk during the month of June.

If no allowance is made for the use of the library for men engaged in the various training programs in a college, the college will be obliged to choose between:

a. Abandonment of methods of instruction generally approved by educators of the country; or,

b. Payment of expenses of approved and desirable methods of instruction from its own funds.

ALTHEA H. WARREN

A.L.A. President

CARL H. MILAM

A.L.A. Executive Secretary

TO ALTHEA H. WARREN:

Further reference is made to your letter of August 31, 1943, regarding the use of college libraries in connection with the Army Specialized Training Program.

You will be pleased to learn that at a recent meeting of the Joint Army-Navy Board for Training Unit Contracts a policy was adopted whereby an institution being used in the Army Specialized Training Program will receive compensation for the use of its library. It should be pointed out, however, that the War Department has always allowed a library fee in the foreign area and language curricula of the Army Specialized Training Program.

Instructions on the proper contract procedure have been forwarded to all service commands and future contracts will reflect the new policy.

I assure you that your interest in this matter is appreciated by the War Department.

HENRY L. STIMSON

Secretary of War

By CHARLES B. SHAW

The Postwar Role of Libraries

Mr. Shaw, librarian of Swarthmore College, is president of the Association of College and Reference Libraries for 1943-44.

IF OUR PROFESSIONAL JOURNALS—with their contents specifically addressed to discussions of librarianship and assorted library problems and speculations—may be regarded as our textbooks and required reading, there is a contiguous field of periodical publication which should very properly be looked upon as recommended collateral reading for librarians serving in institutions of higher learning.

The Editor of *College and Research Libraries* has suggested an inspection of recent issues of some of these allied publications and the citation of those articles which may mold our thinking about the role of libraries in the postwar world. What follows is, therefore, suggested reading from the June, July, and August, 1943, issues of eight selected journals. Three of these are publications specifically prepared for laborers in the limited vineyard of higher education; two are aimed at a less restricted audience of educators; and the remaining three, though they should probably be classified as "general" magazines, address themselves largely to those whose interests are pointed toward activities in higher academic fields. There has been, it must be confessed, little more in the way of thoughtful criteria in the selection of these eight journals than proximity on nearby reading room shelves,

but no article is cited which does not appear to make some contribution worth our consideration to the growing mass of suggestions concerning the educational era that lies ahead.

Only rarely, it must be admitted, in such articles as these does one come upon a specific reference to the obligations or potentialities of the library. The mandate for librarians, however, is none the less implicit, and sometimes richly so, in these discussions. By them you may be impelled to readings between the lines, to concrete adaptations of vague suggestions, or to particularizations and local applications of general ideas. Articles like these contain pertinences of many sorts to the library problems which will face us. Certainly as administrative officers and as contributors to decisions concerning the educational trends and policies of their institutions, librarians must and will want to keep themselves informed of the thoughts and controversies and plannings which concern that section of the educational world in which they are to continue to operate.

The May issue (v. 29, no. 3) of the *Association of American Colleges Bulletin* does not come within the dates proposed for this article but it is, at the time of writing, the most recent issue of a publication which college librarians should watch. It would be particularly unfortunate to miss this number for it contains an important committee report (p. 269-74) with President James P. Baxter's introductory com-

ment on it: the report (adopted by the Commission on Liberal Education of the Association of American Colleges) of the Committee on the Re-Statement of the Nature and Aims of Liberal Education entitled "The Post-War Responsibilities of Liberal Education" (p. 275-99). The issue contains as well three pertinent articles: President Algo D. Henderson's "A Proposal for Saving the Humanities" (p. 175-80); (reprinted from the March 1943 *The Catholic University Bulletin*) the Rt. Rev. George Johnson's article entitled "The Financial Outlook for Privately Supported Institutions of Higher Learning" (p. 181-86); and President Charles E. Diehl's "Postwar Liberal Arts Education" (p. 196-201).

The *American Association of University Professors Bulletin* (which has in its April issue such relevant articles as Hardin Craig's "The Universities after the War" and Gerald Barnes' "Education for 1950") reprints (with a different pre-ample) in the June number (vol. 29, no. 3, p. 412-31) the text of the committee report cited in the preceding paragraph. This report is followed (p. 432-33) by a statement concerning the Universities Committee on Post-War International Problems.

The *Journal of Higher Education* (June 1943, v. 14, no. 6, p. 285-88, 342) contains Norman Foerster's "A University Prepared for Victory."

Turning to the less specialized educational press, there is in the latest available

issue of *The Educational Forum* (May 1943, v. 7, no. 4, p. 369-74) Harl R. Douglass' "Essentials of a Post-War Educational Program," which discusses pre-college obligations and opportunities as well as those of higher education. In *The Educational Record* (July 1943, v. 24, no. 3, p. 293-305) President Robert Clothier, of Rutgers University, writes on "The War Training Programs and Post-war Education."

General Magazines

Three "general" journals remain. In the midst of other suggestions on "securing the peace" there is in the *Journal of the American Association of University Women* (summer 1943, v. 36, no. 4, p. 228-29) a section on "Women's Part in the Post-War World." The inclusion of two letters in *The American Scholar* (summer 1943, v. 12, no. 3, p. 381-83) permits me not only to cite them but to remind you of the earlier appearance (in the spring issue) of Wendell Willkie's "Freedom and the Liberal Arts." In *American Oxonian* (July 1943, v. 30, no. 3, p. 127-35) there is reprinted from the preceding February *Reader's Digest*, Robert Moses's "Consult the Average American about the Postwar World" with the valuable addition of three letters of comment by President John W. Nason, of Swarthmore College, Professor Bernadotte Schmitt, of the University of Chicago, and Superior Court Judge Frank G. Swain, of Los Angeles.

The New England Deposit Library

As assistant librarian in charge of the catalog department at the Harvard College Library, Mr. Osborn has observed the need for storage facilities in and around Boston and has been in close touch with the deposit library project as it has developed.

THE NEW ENGLAND Deposit Library, which is situated in the part of Boston known as Allston, was opened March 2, 1942. Its first librarian was Robert L. Work, who is now in the Navy. Construction was started in July 1941, so that, while priorities affected the building in several major respects and in many matters of detail, contracts were in general filled reasonably well.

It was indeed fortunate that the deposit library was available for use shortly after the outset of the war, for it has relieved some of the overcrowding in the cooperating libraries at a time when conditions of work made such relief doubly desirable. At Harvard, for example, the Army or Navy has taken over a number of buildings containing libraries or has occupied space in a library in such a way that the books had to be shifted at very short notice. Many of the books that were affected have been stored in the deposit library, though most of them will not remain there after the end of the war. The business and law school libraries are two of the departmental libraries which have sent some of their material to make room for the service training program. An entire

collection was sent to the deposit library when the Freshman Union was taken over by the Navy. The union had housed the Modern Language Center, where there were several thousand books and periodicals, chiefly recent French and German material. These books are now stored for the duration and can be brought back whenever they are needed again. Accommodation has been found similarly for the libraries that some of the faculty members, called into government or war service, had in their offices and studies.

Without the deposit library to care for such items, the library staff at Harvard would have had to contend with grave problems of storage. The main library would have been called upon to assume much of the burden at a time when it was already critically crowded. Such a situation would probably have meant that the books would have remained boxed up for the duration, whereas now they can be shelved, serviced, and cared for properly in the deposit library.

Not all the material stored to meet war exigencies has been books. When the Navy took over dormitories at the Harvard Business School and installed double-decker beds, the single beds were stored on one level of the deposit library which had not yet been shelved. These beds have since been removed for use, but their place has been taken by furniture belonging to the Fogg Art Museum.

Even before the building was officially opened it was called on to serve a war

function, for in January 1942 it became the headquarters of the regional Victory Book Campaign. For eighteen months victory books were received, stored, sorted, and sent out from the deposit library, the basement and one other floor being given over to the campaign. This summer the victory books were removed to the Boston Public Library because of the difficulty of getting volunteer help to Allston without the use of automobiles.

The Army has occupied the first stack level for a year, utilizing the space for research laboratories. Since the stacks were windowless, the Army asked for and was granted permission to construct windows on this level; it has also put in a door to provide a separate outside entrance to its quarters. These windows and the door will presumably be removed at the end of the war.

The Building and Its Equipment

The design of the building is simplicity itself, for the whole structure is severely utilitarian. The structure is little more than a brick shell, eighty-eight by sixty-four feet, surrounding an inexpensive type of stack with six levels. The floors for each level are of reinforced concrete with supporting pillars. All the space is given over to shelving except for a five-foot center aisle. The only windows in the bookstack are at the ends of this aisle, both front and rear. Three quarters of the shelving provided is for books, the rest for newspapers. Between the book ranges the aisles are twenty-six inches wide and between the newspaper ranges, thirty inches. Due to war conditions, only one level could be built with steel. Wooden shelves have been provided for the other floors. The lumber has been cut and the uprights installed, but the shelves are put in place

only when there is need for them. The wooden shelves are not quite as satisfactory as steel would have been, but they serve very well. A fire-resistant paint was used on them.

Both the steel and the wooden shelving are adjustable, but only with difficulty. This is one reason why the shelves are not inserted until there is need for them. At that time the carpenter can fix the wooden shelves at the required heights. In these circumstances allowance has to be made for the fact that the shelves on both sides of a double range have to be set at exactly the same height. The wooden shelves are supported by cleats which take away a certain amount of the height at each end. Fixed shelves of this type, like the narrow aisles, are a handicap in the first shelving of books. Thereafter this disadvantage tends to disappear, since use of the shelves is slight and the books will not be moved from one location to another.

In front of the bookstack there is a unit consisting of a reading room, shipping room, and work rooms. This unit is only one story in height, with the work rooms occupying the basement. The reading room has accommodation for twenty readers, which is likely to prove ample for a very considerable time. The shipping room could well have been larger for the initial shipments. Congestion there, however, has been due in no small measure to the very large quantities of victory books that kept arriving along with material being regularly deposited.

The building is not air conditioned but has forced ventilation. Foresight was displayed in the installation of a convertible oil or coal furnace. Oil was used until conversion became necessary under wartime conditions, and then the system was changed to coal. The capacity is sufficient

to take care of the second unit when that is erected.

There is space for approximately eight hundred thousand books plus a considerable number of newspapers. At the rate the building is being filled up, a second unit will be required within the next five years. This new unit may well have a number of features which were not considered desirable when the present building was planned. New features may include special provision for nonbook materials, certain gift collections which must be held together as units, etc.

The present unit cost \$212,500 for the building and its equipment, including the shelving on five floors. If building costs do not increase greatly, a second unit, which would not need a reading room, shipping room, or heating unit, could be built for about \$175,000. Each cooperating library rents a certain amount of space. The rental charge for a section eight feet, three inches in height is \$5.50 per annum or twenty cents a foot. This is enough to take care of all charges, which include interest and amortization, maintenance, and service. If two thirds of the building is rented, and more than that is already, there is a surplus which may be used to pay off the mortgage more rapidly, to reduce the rent paid by the cooperating libraries, or to lay aside to help build a new unit.

Shelving the Books

Each cooperating library is responsible for shipping and shelving its own material and also for filing its cards in the deposit library catalog. The procedure in each library is to select books suitable for deposit, change whatever records may be necessary (making an extra card for the deposit library if need be), pack the books

in boxes that are provided by the deposit library, arrange for transportation, and then unpack and shelve the books. A truckload consists of about fifty boxes, and it has been found that eight to ten boxes can be packed in an hour. Newspapers are shipped without being boxed. Since March 1942 Harvard College Library has maintained a steady schedule on this basis. Other libraries have shipped material as the occasion arose.

Five of the cooperating libraries have adopted a classification by size, adding a running number to the classmark which designates the height of a book. The following is the classification which Harvard College Library, Massachusetts Institute of Technology, and Simmons College are using. The Boston Athenaeum and Tufts have used exactly the same classification, only substituting the letters "AT" or "TU" for "K." The classification is as follows:

- KC up to and including 6 $\frac{1}{8}$ "
- KD over 6 $\frac{1}{8}$ " and up to 7 $\frac{1}{8}$ "
- KE over 7 $\frac{1}{8}$ " and up to 8 $\frac{1}{8}$ "
- KF over 8 $\frac{1}{8}$ " and up to 9 $\frac{1}{8}$ "
- KG over 9 $\frac{1}{8}$ " and up to 11 $\frac{1}{8}$ "
- KH over 11 $\frac{1}{8}$ " and up to 13 $\frac{1}{8}$ "
- KJ over 13 $\frac{1}{8}$ " and up to 19"
- KN newspapers and books over 19"
- KPC-KPJ poor paper, etc.
- KSC-KSJ incomplete serials

The measurements will probably be adjusted when a new unit with steel shelving is erected. This classification was arrived at simply by figuring the distance there would be between shelves if, for example, ten shelves were to be used to a section.

With a number of the classes there might be several inches of waste space in each section if it contained only books belonging to one class. Actually no waste occurs, for larger books have been put on the bottom shelf wherever such a situa-

tion arose. Shelving devices of all kinds abound, including vertical and horizontal ribboning. No attempt has been made to keep whole classes of books together or whole runs of serials, unless they happen to be deposited at the same time. A detailed stack directory enables classes to be located readily, even though they are broken up into several parts. In the case of newspapers, where no classification has been used and where the titles were not shipped in alphabetical order, the directory gives the location of each title. Very large newspapers have been shelved in the end sections on the center aisle. They are turned sidewise so that the titles can be read from the center aisle. Some books in end sections have been piled on their sides, so that their titles can be read from the center aisle. This gives greater shelving capacity, thus making a virtue of a disadvantage arising from the use of wooden shelves.

The initial shelving of books is more difficult than would be the case in regular bookstacks. One factor is the narrowness of the aisles between ranges; another is a consequence of the economical methods of preparing the books for the deposit library, which result in most of the books having no location symbol on the spine. This, coupled with the fact that the less-experienced help used to pack or unpack the books frequently gets the books considerably out of order, makes the initial shelving a relatively slow process.

Once material regularly deposited has been shelved, the intention is that it will not be shifted from one location to another. When later units of the deposit library are erected, some shift of materials may well be desirable in order, for example, to concentrate the holdings of a particular library or to bring together

scattered parts of a class. Apart from such considerations, the general theory is that space will be steadily and systematically occupied throughout an entire unit until that unit is completely full and that there will be no general shift of material such as must take place in ordinary bookstacks from time to time.

Simplified Cataloging at Harvard

For more than two years Harvard College Library has been cataloging books from its current accessions to be sent directly to the deposit library. It is still too early to state what proportion of the current accessions can be treated in this manner, but the figure might well be in the vicinity of 20 per cent. Practically all this material falls in the class of little-used books. Recently, however, the whole archives of the Massachusetts W.P.A. were sent directly to the deposit library, thus saving many problems of cataloging and handling.

Simplified cataloging has been adopted for books which are originally cataloged for the deposit library. This results in cutting the cost of cataloging at least in half for such material. Somewhat less attention is given to the establishing of authors' names for these books, but the title page is transcribed exactly as it would be for other material. The entire collation is omitted except for the statement of volumes and the series note. The only notes that are used are those which are essential for the identification of a book. Added entries and subjects are omitted if other editions are already in Harvard College Library. If no other edition is present, added entries are made where necessary and subject headings within limits. When there are many editions of a book already in Harvard College Li-

brary, cards are omitted from the public catalog for the copies in the deposit library. Instead, a general reference card is filed under the author referring the reader to the official catalog for a full statement of the library's holdings. As this particular practice grows, it has in a small way the effect of weeding the card catalog in much the same way that the shelves are being weeded.

Economies are also practiced in preparing the books for the shelves. No binding or repairing is done for books going to the deposit library. Unbound books are bundled when paper covers are too light or when the condition of the book calls for some strengthening. Books with loose bindings are firmly tied. The saving in binding costs alone has already run into several thousand dollars.

Book tags are placed on every tenth volume instead of on each book. The tag goes on each book whose running number ends in a zero. In the case of long sets every tenth volume, regardless of its running number, is tagged.

Types of Material

Four of the cooperating libraries have not yet deposited any material. They are Boston College, Boston University, Massachusetts Historical Society, and Radcliffe College. The material deposited by the other cooperating libraries may briefly be characterized as follows:

Boston Athenaeum: Films, newspapers, photostats, and a long run of large accession books

Boston Public Library: Newspapers

Harvard College Library: Books, newspapers, and serials

Harvard Graduate School of Business Administration: Newspapers and an extensive collection of business manuscripts

Harvard Graduate School of Engineering: Serials

Harvard Law School: Books and law reports

Massachusetts Institute of Technology: Books, encyclopedias, and serials

Massachusetts State Library: Newspapers and duplicate holdings of Massachusetts documents

Simmons College: Books

Tufts College: Books

So far there has been astonishingly little duplication of titles deposited. It may be found that the cooperating libraries are sufficiently varied so that what is little used in one institution may be in demand in another. Thus Massachusetts Institute of Technology has deposited a set of the *Preussische Jahrbücher*, which would be indispensable in Harvard College Library. On the other hand, Harvard has deposited a set of United States Patent Specifications which Massachusetts Institute of Technology undoubtedly would not do. Since most of the material deposited is available to any of the cooperating libraries, a beneficial result of such deposits may well be that in many cases libraries will be able to utilize the deposited items as much-needed second copies in reserve.

The practice followed at Harvard in selecting material from the stacks for transfer to the deposit library has been to choose material where little or no record work would be involved. Whole classes were taken first; then serials where a shelf or more could be sent at a time; lastly, sets such as Gibbon's *Decline and Fall of the Roman Empire*, of which thirty-seven sets were sent to the deposit library while fifteen were kept in Harvard College Library. After this material has been exhausted, the process will become more expensive, as more record work will then have to be done.

Use of the Deposit Library

In the first eighteen months that the deposit library was open, fifty-three readers used books and newspapers on the spot. Six of these readers were sent there from the Boston Public Library, four from the Harvard Graduate School of Business Administration, three from the Boston Athenaeum; the remainder came from Harvard College Library, which has by far the largest amount of material on deposit. Readers who go directly to the deposit library must have an introduction from a cooperating library. They have mostly gone to work with newspapers, serials, or encyclopedias. In the case of newspapers, readers are generally expected to go to the deposit library instead of having the volumes returned for use in the cooperating library. Serials and encyclopedias, like books, can be made available within twenty-four hours at any of the cooperating libraries, but occasionally it is better for a reader to go to the deposit library when he has a fairly extensive amount of material to consult. This was the case with one reader from Harvard who wanted to compare the first nine editions of the *Encyclopaedia Britannica*.

In the first eighteen months of operation a total of 652 titles was circulated, including eighty newspapers. This figure includes use in the building and books sent out to the cooperating libraries. By far the greatest use is made of serials and newspapers. Next come directories and encyclopedias, followed by fiction and juvenile literature. The same book is seldom called for twice.

All charges are being preserved, since they will undoubtedly serve as the basis for making many studies of reader interest in little-used books. From such a point of view the deposit library should

prove to be a laboratory where much useful information can be derived concerning matters such as the life span of books and the desirability of cooperative acquisition and storage for various types of books.

Duties of the Librarian

Since the librarian of the deposit library may have no other assistant than a janitor, he obviously has to be a jack of all trades. As regards incoming material, his responsibility is to allocate the necessary space and give advice when that is desired. He must maintain the stack directory so that he can begin to service the material once it has been shelved. He must be exceedingly versatile, for there is no telling what may be shipped to him next. On one occasion a truck drew up at the door with a twenty-ton art object which was supposed to be stored in the deposit library. The driver expected help from the library staff in unloading his truck, but a glance at the tremendous object showed that there was no way of getting it into the library, so the librarian had to see that arrangements were made to have it stored elsewhere.

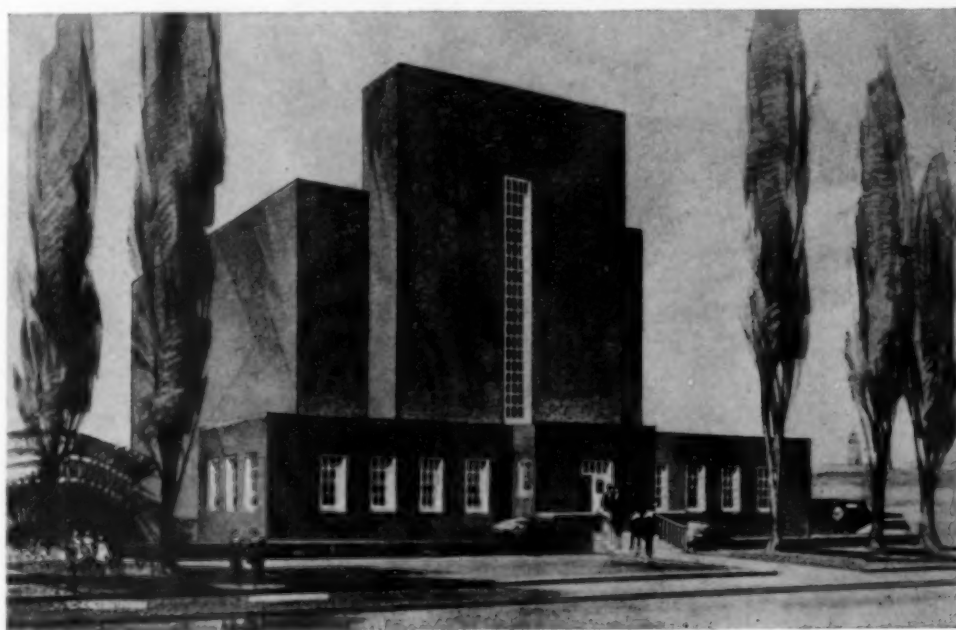
One of the duties of the librarian which has not yet been called into play but which is expected to develop appreciably in the course of time, is the handling of duplicate copies deposited by two or more libraries. If, for example, both Harvard College Library and Simmons deposit their back files of the *Publishers' Trade List Annual*, it is more than likely that one of the sets can and should be discarded. The plan is for the librarian to study the duplicate sets and recommend to the libraries concerned that one set be discarded and that the other then become the property of the deposit library for the continuing use of all interested parties.

New developments are proved by time,

and the deposit library has established its value in a comparatively short period. The most valuable material it contains is undoubtedly the serials and newspapers, and here steady but relatively small use may be expected. It is clear that little-used books can be selected reasonably well from the holdings and accessions of reference libraries, to be preserved for the occa-

when doubtful cases have arisen.

With the deposit library now a going and successful concern, thoughts can soon be turned towards developing it still further. Among ideas that may be considered are the following: (1) Harvard College Library has sent its entire collection of textbooks, which is one of the very best in the country, to the deposit library.



NEW ENGLAND DEPOSIT LIBRARY

sional use of the historian and the bibliographer for the most part.

Bookstacks have been improved by judicious weeding, overcrowding in the stacks has been reduced or eliminated for the time, processing costs have been decreased, and reference service has been but slightly inconvenienced. Part of the success of the scheme undoubtedly has been due to wise selection of material to be deposited and to considerate treatment

Should other libraries in the region consider sending elementary and secondary textbooks there in order to make one magnificent joint collection? (2) Many of the popular public libraries have little-used books which should not be simply sold or destroyed and whose removal would make these libraries into better working collections. Should state governments be approached to provide funds for such little-used books as are worth preserving to

be stored in the deposit library? (3) Some of the public libraries and other smaller institutions have rarities which they cannot preserve properly or which they must house in buildings that are not fireproof. Again it might be desirable to obtain state funds for the proper preservation of such material in a unit of the deposit library specially constructed to take care of a limited number of rare books. With the wholesale destruction of cultural objects in Europe, increased responsibility falls on the shoulders of Americans to see that rare and valuable material in libraries here is properly preserved. Here is one means by which rarities could be safeguarded for smaller institutions and yet

be made available to them for use when needed.

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By HAROLD L. LEUPP

Storage of Little-Used Library Materials

Mr. Leupp is librarian of the University of California Library, Berkeley.

DESPITE theoretical objections to division of the collections, in the cold light of financial and other practical considerations the storage method of dealing with accumulations of little-used materials in a large library certainly has its points. The principal difficulties involved, no one of which seems necessarily insurmountable, appear to be about as follows:

(1) *Difficulty of selecting material to be stored*

To comb out the collections title by title would be a formidable undertaking. Records of use would not help much, since the unrecorded use of certain materials is extensive and important. Very large libraries probably will include considerable groups of little-used material, transfer of which to storage would be not only a relatively simple matter but would release a maximum of shelf space with slight expenditure of time and labor. But even Harvard, with its four million volumes, according to my information, plans to store only three hundred thousand, or

about 7½ per cent of them. In a working library of smaller size, say of less than a million and a half volumes, there are less likely to be large groups of material which might be separated from the main collection with reasonable assurance that they would be needed only infrequently. For such a library to select for storage enough books appreciably to ease congestion in the stacks would be, by the combing-out process, a slow, laborious, and costly process. The University of California Library, for instance, would have to select something like thirty-five thousand volumes to provide shelf space for the accretions of a single year.

(2) *Changing catalog and other records*

In transferring groups of material from one of the university's libraries to another, we have found alteration of the records the most troublesome and costly feature of the undertaking. Generally accepted library procedure seems to have enmeshed books in such a web of records that it has become almost as costly to relocate a book, or to discard it, as to secure and process it in the first place. Librarians would do well to restudy this situation, to eliminate all records not absolutely essential to library operation as presently conducted, and to try to simplify those which remain. In addition, the sacredness of close classification involving long and complicated call numbers might well be subjected to scrutiny. Both matters have a direct bearing upon the cost and difficulty of transfer to storage: the complications they entail render it doubtful whether the relief afforded by storage of thousands of individual books would justify the cost. With procedure less elaborate and more elastic, transfer of books to storage might be made a relatively simple matter. It would be much less

difficult to correct initial errors in choice of material to be stored, permitting a more sweeping approach to the problem of selection.

(3) *Cost of maintenance*

The New England Deposit Library program seems well adapted to conditions such as those which obtain in the Boston area and in other metropolitan areas such as those centering in New York or Chicago. Its essence is cooperation of neighboring libraries of large size, each contributing to the cost and each depositing a considerable body of material. I doubt if the plan is equally well adapted to libraries not located in or near library centers. Unless the cooperating libraries are of somewhat similar character and at least approach equality in size or value of content, most of the expense and all of the grief would fall to the share of the dominant institution, which also would be the one least likely to benefit from the materials stored by the other collaborators. If this view is correct, the most immediate question for the dominant library to determine is whether cooperative storage is the most economical and otherwise satisfactory way of avoiding, or more probably of postponing, congestion of its own stacks. Generally, I think the answer would be "No." If that is so, there remains the question whether the dominant library's contribution of little-used material to the common pool would render this material more accessible to other collaborators. An affirmative answer would raise the further question of whether this result could not be reached, without the machinery and expense, by simple modification of the loan regulations of the dominant library.

Whether it is storage or something else, a solution must be found to the problem

of stack congestion which faces most libraries and all university libraries. Public library systems serving a municipality, or a wider area such as a county, have an answer in multiplication of distributing agencies. This solution is not open to the reference library or, except to a very limited extent, to the college or university library. For the university library not yet confined within the rigid walls of an architectural monument, the solution seems to lie in a main building functional in character so located and planned that it can be extended indefinitely. For a university library already embalmed in a monumental building, a partial solution lies in limited decentralization; this, however, will merely postpone the day of reckoning.

Libraries which do not find the cooperative storage plan suited to their conditions (and I think this will be true of a large majority of university and college libraries) should and probably will explore the possibilities of storage of their least-used materials off campus or on campus in a building more simply constructed and less desirably located than the main library building. Such a storehouse may be planned for storage solely or for storage and occasional reader use. The first will provide maximum storage capacity with minimum requirements: freedom from dampness and excessive sunlight or extremes of temperature on the negative side, and on the positive, shelving, a table or two, one or more booktrucks, a book lift if the books are housed on more than one level, adequate if modest artificial lighting, and messenger service. The second will involve, in addition to the foregoing, heat and ventilation, toilet facilities, telephone connection with the main library, reader accommodations, more artificial light, pos-

sibly a rudimentary catalog, and attendants. The second plan will be more costly but will insure less frequent recalls of stored books to the main library. On this point the experiences of Iowa State College Library and Ohio State University Library, as set forth in the minutes of the December 1940 meeting of the Association of Research Libraries, are illuminating:

Mr. Brown spoke of the warehouse recently constructed on the Iowa State College campus at a cost per volume considerably lower than the proposed Boston building. He stated that seventy thousand volumes, approximately one fifth of his collection, had been sent there and that these had been carefully selected, but that the circulation was averaging fifty volumes per day. Mr. Manchester, who has about the same number of volumes stored at Ohio State, reported a similar experience.

At the University of California a special committee has been studying the library problem of the Berkeley campus for more than two years. Among the suggestions considered by the committee is one which involves construction of a building of rather simple type for a lower division library. A separate lower division library would relieve the pressure on reading room space in the main building but alone would not materially ease congestion in the stacks. It should be feasible to so plan the building as to provide a considerable storage area within its walls. Probably this would cost more than off-campus storage but certainly much less than enlargement of the main building, and the necessary juxtaposition of the two buildings would insure the considerable advantage of housing the stored books in close proximity to the main collection. Little equipment would be required other than shelving, while operating cost would be negligible.

Rare Books at Harvard

Mr. Jackson holds the posts of assistant librarian in charge of rare books and professor of bibliography at Harvard University and has been in charge of the Houghton Library since its opening in the spring of 1941.

THE BOOKS which Sir Kenelm Digby gave Harvard College in 1655 were all, with one exception, unhappily burned in the fire of 1764. From the list of them which has come down to us they were apparently rather solid, patriotic tomes, which very likely were bound in the same handsome calf or morocco, decorated with his cipher, as were the books which he gave to the Bodleian or those which occur occasionally on the market from his library, seized by the King of France on his death. If we trace the vicissitudes through which the single surviving volume has passed, we may have some notion of the reasons for the changing means by which the more valuable books belonging to the college have been protected.

In 1667 the first set of "Rules for the Library Keeper" provided "There shall be no lending or removing out of the Library the new Globes or books of extraordinary vallue but with very great caution & upon extraordinary occasion." Whether at that time such books were segregated or especially marked we do not know, but later we learn that at the annual inspection of the Visiting Committee "prohibited" books were removed from their closet and put on the shelves in their places for the day.

Furthermore, in 1764, when Nathaniel Hurd made Harvard's first bookplate, some copies were struck off with red ink to be affixed to the books of special value.

Until 1840, when Gore Hall was completed, the major dangers from which Harvard's books needed to be protected were fire, theft, careless handling, binders' knives, and the fortunes of war. The losses suffered in the fire of 1764 are well known; losses of the more valuable books, or rather of what then were considered the more valuable, by theft or careless handling were presumably kept to a minimum by the "closet" system. The binders, however, were a more serious hazard. The leather which they used was evidently a local product, and their handiwork, while pleasant in appearance, has not generally been as long lasting as most European bindings of the same period. In the case of the surviving Digby volume, which apparently was rebound about 1800, not only have the hinges cracked but, far worse, the motto and signature of the donor, written at the top of the title page, have been badly cropped. One cannot forbear suspecting that the original Digby binding might have been repaired with proper care and materials. Finally, we now have no means of knowing what may have been the losses and damage suffered when in 1775 the library was dismantled and removed to Concord and Andover.

Gore Hall with its extensions and "modern improvements," together with the growth and industrialization of Cam-



HOUGHTON LIBRARY

bridge, presented new problems and hazards. Although a fireproof building according to the standards of that day, it had been rather cheaply constructed, with more attention to external architecture than to solidity and soundness. For example, it had only single walls which permitted condensation and moisture, a condition to which previously Harvard's books had not been subjected and of which all too many volumes testify that Librarian Sibley's complaints on that score were more than justified. The cast-iron stacks which were erected in the addition of 1875 and of which some remnants remain in the Museum of Comparative Zoölogy, were of ornamental, Victorian design and prickly with projections, bolts, and roughnesses which were not entirely eliminated from Harvard's shelving until the erection of the stacks described below. It is nearly miraculous, for example, that a large-paper

set of Walton's *Polyglot* in fine contemporary morocco, recently transferred from open stacks, has survived almost unscratched.

Atmospheric Conditions

Far more dangerous, however, were the introduction of steam heat in 1875 and the dirt and atmospheric acids which are a concomitant of modern city life—the Chamber of Commerce now describes Cambridge as the third industrial city of New England. The steam heat reduced still further the low humidity normal to a New England winter and increased the variation between the dryness of winter and the dampness of summer, with only too evident deterioration and warping of leather and vellum bindings. Until the introduction of central heat, the conditions in the Harvard library in this respect presumably were not much different from

those obtaining in a European country house. The polluted air aided in the disintegration of the bindings and, even more serious, of the paper and ink. The damage caused by this condition is often difficult to measure and, indeed, varies greatly according to the chemical composition of the paper. While many of the oldest books show little signs of deterioration, there are large numbers of seventeenth century Central European books and some popular literature of all countries from the earliest times, of which the paper is badly discolored and weak. This is, of course, due more to the poor quality of the paper used than to the acids in the air, but if these books, and a large portion of the books of the last hundred years which we or posterity may consider most valuable, are to be preserved at all, it must be under conditions which will protect the paper from all harmful agents.

The provisions made for the care of rare books in the Harry Elkins Widener Memorial Library, which was completed in 1915, with one exception, differed only in size from those of Gore Hall. For the first time, a special reading room was provided where the books and manuscripts could be consulted under supervision. There was a primitive form of air conditioning, it is true, and somewhat later a humidifying sprayer was installed in the stacks, but the equipment could not cope with the greatly increasing dirt and harmful gases in the air.

Houghton Library

By 1940 the collections segregated in the Treasure Room numbered over one hundred thousand volumes and occupied portions of three levels of the Widener stacks. At that time an alumnus, Arthur Amory Houghton, Jr., by his understanding and

munificence, made possible the erection of the Houghton Library for the care of the rare books and manuscripts of Harvard University, and the building was formally opened the end of February 1942.

Although, because of impending shortages, the construction was somewhat rushed, the general design and almost all the special features have proved their utility and practicability, so that there is very little that we now might prefer had been done differently. The dangers that have always been present in the minds of custodians of rare book collections have been provided against by, in some cases, novel methods. For example, since the building is of Class A construction throughout we are not much worried about fire. The danger of damage from water has been guarded against by reason of the inch and a half of cork and asphaltum which covers all outside walls, basement floor, and roof, while all horizontal runs of water pipes have beneath them wide copper trays which would both carry off the water from a leak and give warning of the fact that a leak had started. Trap doors have been provided at all turns in the pipes so that repair work can, if ever it should be needed, be carried out expeditiously.

Three of the six floors in the building are open to the public, but the stairs and doors are so arranged that all book storage parts of the building are separated from the public with a minimum of locked doors. The reading room, some thirty-five by fifty feet, has doors with electric locks, worked from the attendants' desk, which prevent a reader's leaving before his books have been returned. A guard stationed at the only public entrance examines all bags and may be warned from several parts of the building by means of a buzzer. We are now experimenting with invisible fluores-

cent marking of the books and may soon be ready to give them that further protection against theft.

The specially designed shelves are of steel, with well-rounded edges and rubbed enamel several coats thick. They have no projecting screwheads or other sharp corners. We are as rapidly as possible putting fragile bindings in folding box-cases and we should have experimented with cushioned patent leather pads for working surfaces had not a war shortage prevented. We made our own book ends from cast concrete bricks covered with cardboard and buckram by the library bindery. They have been very satisfactory and there is no danger of their "knifing" a book. But careless handling is still a human matter and we are human.

Air Conditioning

The air conditioning arrangements have been in use now for two years and we have been able to observe how adequate they are both as recorded by the instruments and as they affect the books. The temperature throughout the year is a constant 70°, except on a few of the hottest days in summer when it may rise to 75°. The humidity is maintained at 50, except for a very few days in winter when it may drop to 45 or in summer when it may rise to 55. During this past summer, however, it never rose above 52. Under such conditions even old cloth bindings seemed to regain their youth. The air is cleaned by a triple process of washing, filtering, and electrical precipitation, which while not perfect is very nearly so. The books do need occasional cleaning but not nearly so much as in former times. They are protected from the action of sunlight by reason of the fact that in those sections of the building where books are preserved very few windows are included.

This was done first of all because we wished to use all possible wall space for storage but also because with air conditioning windows were unnecessary and direct sunlight is notoriously injurious to bindings and paper.

Exhibit Space

Throughout the building the walls in all rooms open to the public have been utilized for the exhibition of book collections. A good deal of time and thought has been expended on the arrangement of these permanent exhibits, and after the war we expect to have an even more elaborate series of them than we now have. In the exhibition room proper, where our incunabula and medieval manuscripts are kept behind glass around the walls, we have provided special lighting in the form of Zylon tubes behind louver glass, so arranged that they do not heat the books but throw a soft light upon them without the source being evident. The exhibition cases are lighted in much the same way, and when tested with recording instruments the lights have failed to alter the temperature or humidity one degree.

Work space was provided for the staff of the present day, but it was planned that as our top floor is gradually opened up with rooms for special collections these rooms will be utilized as offices for various members of the staff, who will likewise supervise that part of the building when open to the public. Insofar as we have experimented with that method of housing the staff it appears that it will be practicable.

When the building was opened there was shelf room for a collection twice the size of that which was put in it. We had hoped that the provision of facilities to care for rare books properly would add to



INTERIOR VIEW OF HOUGHTON LIBRARY

the number of gifts which we might receive. It is apparent that that has had a great influence upon the growth of the library, and it is not unlikely that the building will be filled within less than fifteen years. With that in mind, provision has been made in the foundations for pass-

age to additional stacks to be built underground. If they should be called for in a few years, there will be many problems then to be solved, but their solution should be a happy burden, for it will mean that the collections are that much more useful and extensive.

An Analysis of the Work of the Information Desk at the University of Illinois Library

Miss Erlandson, a reference assistant at the University of Illinois Library, has compressed into this article the results of a master's thesis prepared at the University of Illinois Library School and approved there in 1943.*

INFORMATION SERVICE of the type described in this study is provided in all libraries. However, only the larger institutions have found it feasible to establish separate desks for this purpose. Since these information desks usually have as their primary purpose the interpretation of the public card catalog, they are frequently referred to as public catalog desks. The information desk at the University of Illinois Library might be so designated if it were not felt that the designation "information desk" appeals to readers with a wider range of questions than does the more restricted title.

The present description and analysis of the information desk at the University of Illinois Library attempts to answer the following questions: (1) What is the character of the information requested at the desk? (2) Judged by the work of the desk, what should be the qualifications of library assistants assigned to it? (3)

* Based on a thesis presented in partial fulfillment of requirements for the degree of Master of Arts in Library Science at the University of Illinois. Used with permission of the dean of the graduate school.

Based on volume of use of the desk, during what seasons of the year, days of the week, or parts of the day is it most essential to provide information service? (4) What are the implications of this study for the compiling of library manuals for students? The first, second, and fourth questions will be answered with information obtained from the classifying of questions recorded at the desk; the third question must obviously be answered by a statistical analysis of the number of questions recorded during various time periods.

The information desk is not the only information agency in the University of Illinois Library system. Questions answered at this desk are also asked at all other public service desks and they are of course addressed also to individuals working at the card catalog. This study, therefore, does not purport to analyze all the information service furnished by the university library but rather to describe what is done at this particular point.

The data used as a basis for this study were: records of all questions asked at the desk during its first three years of service, statistics kept by the desk, and annual reports of the reference department. Observations from personal experience over a period of four years were of help in interpreting the data. The classification scheme for questions was prepared especially for

this study, since no earlier system of classifying reference questions was found satisfactory.

History and Description

The information desk at the University of Illinois Library was first established in September 1937 as an extension service of the reference department. Its purposes were to orient students by serving as a clearing house of information about the library and to help readers in using the card catalog.

The desk is located near the public card catalog on the second floor of the library building, approximately ninety feet from the reference desk and thirty feet from the loan desk. It is placed in such a position that the assistant on duty can observe most of the persons working at the dictionary catalog and the public shelflist and it is in the direct line of traffic from the corridor to the loan desk. A sign reading "INFORMATION" occupies a prominent position on the desk during hours of attendance.

After some experimentation in the matter of hours (partially based on the findings of this study) a schedule of thirty-six and one-half hours per week is now in force. Hours of attendance at the present time are: 9-11 A.M. and 2-4:30 P.M., Monday through Friday; 7-9:30 P.M., Monday through Thursday; 9-11 A.M. and 2-4 P.M. on Saturday. During hours when the desk is not attended, it bears a sign reading "INFORMATION: Ask at Reference Desk," with an arrow which points toward the reference room.

Attendants at the desk have been members of the regular full-time staff of the reference department. Two of the younger reference assistants carry the bulk of the information desk schedule, each working

approximately seventeen hours a week at the information desk and twenty-two hours in the reference department. All attendants have been qualified librarians with a bachelor's degree in library science; in addition, they have either received or have been working toward their master's degree. Several of them have had experience in cataloging, a background which has been of great value in interpreting the card catalog to students.

In order to fill some of its diverse requests, the information desk is equipped with various printed aids. Most useful of these is the *Library Handbook for Undergraduate Students*, which is distributed free and is also used in answering questions. Other much-used materials include: "College and Departmental Libraries and Reading Rooms in the University of Illinois Library," a mimeographed pamphlet giving locations, hours, circulation rules, etc., for all points of public service in the library system; the unabridged edition of Dewey; *Library of Congress Subject Headings*; a sample copy of the *Readers' Guide*; University of Illinois catalogs, time tables, and directories; reading lists for certain courses; a list of locations of current class reserves; a list of current periodicals kept in the reference room. Maps of the campus, mimeographed copies of filing rules, of inter-library loan regulations, and of "Points of Interest" (a guide to the library buildings) are distributed upon occasion. A file of miscellaneous information, notes of suggestions for the catalog department, a notebook for memoranda which need to be passed on from one attendant to another, and supplies of various kinds complete the equipment of the desk.

A complete record of all questions asked has been kept since the beginning. Statis-

tics of questions have also been tabulated. From a total of 7038 questions recorded in the school year 1937-38 the number has increased to 9754 questions in the school year 1942-43, in spite of a considerable decrease in school enrolment during the latter year.

Although primarily intended to serve undergraduate students, the desk is used also by graduate students, faculty, members of the research, administrative, and library staffs, and visitors. In recent years servicemen from nearby Chanute Field or from the Army and Navy schools on the campus have made frequent inquiries at the desk.

In carrying out its activities as a clearing house of information about the library, the desk has been of service not only to students but also to the various departments of the library. It has acted as an intermediary between students and service departments, processing departments, and library administrators.

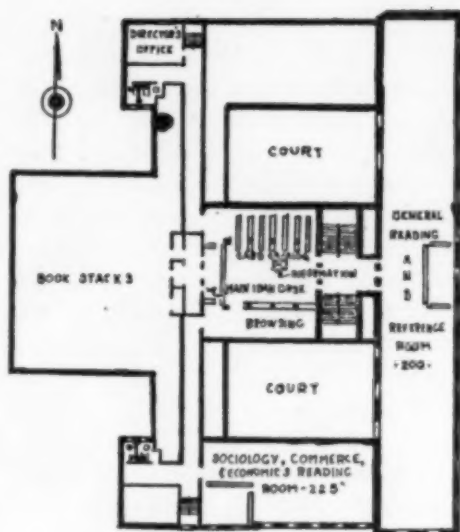
The relationship between the information desk and public service departments is reciprocal. Loan and reference desks refer all catalog questions to the information desk attendant during hours when she is on duty. On the other hand, the attendant is able to introduce many students to the services of those departments. The same cooperation exists between the desk and departmental libraries.

Personal inquiries or telephone calls to the acquisition, catalog, and binding departments procure for patrons ordinarily inaccessible information regarding books in process or on order. At the same time suggestions based on students' needs are made to the acquisition and catalog departments, both as to the ordering of desirable titles and as to the correction of inconsistencies in the card catalog.

As a sort of "liaison officer" between students and the library administration, the information desk attendant interprets library rules and regulations to students and acts as a "listening post" for grievances regarding library practices which may need investigation.

PLAN OF THE LIBRARY

SECOND FLOOR



UNIVERSITY OF ILLINOIS LIBRARY INFORMATION DESK

Classification of Questions

Questions recorded at the information desk fall quite naturally into four main groups, designated as follows:

- G General information questions
- C Card catalog and classification questions, excluding requests for material on subjects
- S Subject questions
- U Unclassified questions

The first three groups are divided into primary divisions (each designated by a



INFORMATION DESK AT THE UNIVERSITY OF ILLINOIS LIBRARY

The librarian who is dispensing the information is Ruth M. Erlandson, the writer of the accompanying article.

double letter classification) which indicate the content of the major groups. These primary divisions are briefly described below:

Group G General information questions

GA General locations

GB Locations of library materials (answered without reference to the card catalog). These are requests which any librarian with experience at the desk could answer immediately.

GC General library and campus information

GD Procedures for obtaining library materials, when titles are not given and procedure only is wanted

GE Circulation rules for all public service departments

GF Questions looked up in processing departments

GG General knowledge questions, such as spelling and the meaning of common abbreviations

Group C Card catalog and classification questions

CA Content and arrangement of the card catalog

CB Requests for specific library materials (answered by use of the card catalog). This includes requests for books by personal authors, government publications, nongovernment materials under corporate entries, periodicals, series, and pamphlets. Often the information given by the questioner is incomplete or incorrect.

CC Technical details of the typical unit card. Special problems here are editions and

translations, collation difficulties, and interpretation of the location of copies.

CD Special cards and card files (not shelflist), including cross-reference cards and substitute cards

CE Filing rules

CF Library science questions (from students in the undergraduate course on library use). These are classified here because the questions such students ask at the information desk are almost entirely concerned with entries and filing in the card catalog, though the exact questions asked are not usually recorded at the desk.

CG Classification system

CH Use of the shelflist

CI Subject headings as such

Group S Subject questions

SA Subject questions involving use of the card catalog *plus* reference to materials in other departments of the library. In helping the student find subject materials through the card catalog, the desk attendant makes a practice of explaining how the items of information on a catalog card can help in evaluating the usefulness of a book for some particular purpose. The need for reading the complete title is stressed, as well as the importance of noting the date of publication, the number of pages, and notes referring to bibliographies in the book represented. Reference is always made to periodical indexes and special subject bibliographies which may be of additional help.

SB Subject questions for which materials in the reference department are recommended immediately

SC Subject questions referred directly to departments other than reference

Group U Unclassified questions

Questions whose content was not noted in the original records

Summary and Conclusions

Results of a statistical analysis of all questions recorded during the first three years of information desk service and results of the intensive subject analysis of a carefully selected sample lead to certain

definite conclusions. These are discussed below in terms of the four questions set forth as objectives of this study.

1. Character of Information Requested

The classification scheme given above indicates the variety of requests which come to the information desk. Questions may be divided into three main classes: general information questions, questions on technical details of the card catalog and on the classification system used in the library, and requests for material on many different subjects. To these three groups is added in this study a small group of unclassified questions, so called because their content was not known and they could therefore not be placed in any of the other three groups. Within the three main classes are many divisions and subdivisions which indicate the content of each class.

A statistical analysis of questions classified by the system outlined revealed certain trends in the types of information requested at different times and indicates that the desk performs certain general functions:

a. As a general rule questions in the sample rank in descending order as follows: general questions, catalog questions, subject questions. This order in rank remains the same in all parts of the year and at all times of the day, though the percentages vary somewhat. Consequently it appears that a certain homogeneity prevails in the work of the desk throughout the year, an indication that the attendant must be constantly prepared for any and every type of question.

b. Within the three main classes there are four major divisions which constitute 55 per cent of the entire sample. These four divisions predominate in all parts of the sample and therefore may be said to form the principal portion of the duties performed at the desk. In order of rank these classes are: CB, requests for specific library materials which require use of the card cata-

log; GA, requests for locations of places, persons, and supplies; SA, subject questions involving use of the card catalog plus reference to materials in other departments of the library; and GB, requests for library materials whose location in the library can be supplied by experienced attendants without search in the card catalog.

It may be noted that these four "staples" include at least one division from each of the three main classes of questions. This fact probably indicates that the desk has achieved its original purposes of orientation in library locations and procedures, instruction of students in use of the card catalog, and direction of students' search for subject materials. Since two of these four major divisions are concerned with the location of specific library materials, it may be concluded that students come to the library to look up specific books more often than they come to search for materials on given subjects.

Subdivisions

c. Within the four major divisions listed above, certain subdivisions predominate, indicating that even minor groups in the classification should not be overlooked in listing trends.

Among requests for specific materials which require use of the card catalog, over half apply to books by personal authors.

The great majority of requests for locations of places, persons, and supplies are concerned with locations of rooms in the library building.

A study of subject questions (both those requiring use of the card catalog and those directly referred to other departments of the library) indicates that the four highest ranking subjects are: social sciences (with economics, criminology, and education predominating), useful arts (particularly medicine and business), history (especially travel and biography), and fine arts (chiefly music and recreation). The prevalence of these subjects may be considered an indication that the main library is used largely by students in the schools of liberal arts and sciences, commerce, education, physical education, and music. These are schools which do not have special libraries in their own buildings but

depend on resources of the main library for study materials.

Requests for materials of well-known location include chiefly questions about the general location of reserve sections for specific courses and for specifically named books.

d. Over half the general questions in the sample were recorded during the first week of the school year. In other words, the number of general questions asked during the first week of any school year is likely to be twice as great as during any midsemester week. In contrast, catalog questions are fairly well distributed through the year, the largest number of requests in the sample occurring in the middle of the first semester. Subject questions follow the same pattern as catalog questions, though the subject questions reach a higher peak during the middle week of the first semester than do catalog questions.

e. Though general, catalog, and subject questions rank in that order at all times of the day, in the evening period the actual number of general questions decreases while the number of catalog and subject questions increases. This may be considered an indication that students are more likely to come to the library for serious study at the time of day when class schedules are least likely to interrupt continuous work.

f. The classification of questions reaffirms the statement that the desk serves the library as well as the students, by introducing students to the services of the public departments, by relieving the loan and reference departments of certain duties, by making available to patrons information from processing departments which are not open to the general public, and by interpreting to library users regulations formulated by the library's administrators.

2. Qualifications of Desk Attendants

From the three main groups of the classification scheme for questions, it may be concluded that the following qualifications are desirable for information desk attendants: experience in the library where the desk is located, for complete familiarity

with procedures, rules, and locations; cataloging training and experience; thorough knowledge of the resources and services of the reference department and to some extent of other departments of the library; and a good general background in many subjects.

Two of these qualifications indicate the need for at least one year of professional library training. A further examination of individual questions, particularly those from faculty members and graduate students, proves the additional value of advanced courses in bibliographic techniques and other studies related to the subject of books.

The personality traits desirable in an information desk attendant are those necessary for any librarian who is working directly with the public. However, the cardinal qualification in this instance might be said to be a certain "approachableness," based on a genuine liking for students and a desire to help them solve their library problems. The informality of a small desk placed in a room where absolute quiet is not demanded, as contrasted with the more restrained atmosphere of "counter service," provides an excellent opportunity for making friendly contacts for the library and creates an atmosphere in which students feel free to express themselves. For such informal service an assistant who is dignified and well informed but whose manner is not too formal or "institutional" is required.

3. *Desirable Periods of Service*

From the point of view of the number of questions recorded at the desk, the most important periods of service are the first two weeks of the school year, weeks toward the end of the first semester, and weeks in the middle of the second semester.

Monday, Tuesday, and Thursday are the busiest days.

In practically every instance the evening period of service is busier than the daytime hours. Afternoon hours are often very busy also, though usually they approach the average for the day. These findings suggest two recommendations: that the evening period of service is essential; that, if necessary to shorten the hours of service, the morning period could be dispensed with more easily than the afternoon and evening periods.

The conclusions in the preceding paragraph are based on summary figures and cannot serve as a valid means of predicting the number of questions to be expected on any one day. Variations in class assignments and in events on the general and university calendars must be considered. Furthermore, these conclusions do not take into account the fact that in a statistical analysis all questions are counted equal, in spite of considerable inequality in the time and experience required to answer various requests.

A brief survey of the amounts of time required for answering questions shows that, while most questions can be answered in a minute or less, others (particularly subject and catalog questions) require ten minutes or more for satisfactory completion. It is evident, then, that a simple count of the *number* of questions leads to a less accurate appraisal of the amount of work accomplished than does a consideration of the *kinds* of questions and the amount of time and experience needed to answer them.

The subject analysis indicates that the large number of questions during the first weeks of the school year is caused by lack of familiarity with the local library and its procedures. That same qualitative analy-

sis shows that subject and catalog questions are more or less stable in quantity throughout the year, increasing slightly *after* the first weeks. Because these two latter types of questions require assistance of a more professional nature and usually require more time than do the general questions, it seems conclusive that service should not be limited to the early weeks but should be continued throughout the year.

Since the qualitative analysis shows that catalog and subject questions are more highly concentrated in the afternoon and evening hours, the conclusion that those periods of service should be retained and, if possible, increased in length (even though morning hours should have to be discontinued) is reaffirmed. In general, however, it is impossible to predict exactly which periods of the year or hours of the day may be busy or dull; too many factors beyond the control or vision of the librarian are present for such an analysis as this to be able to foretell exactly what is to be expected.

4. *Library Handbooks*

If it can be assumed that the questions asked by patrons at the information desk are representative of what students need to know about their library, the classification scheme given above and the analysis of the relative importance of various types of questions should prove a logical source of suggestions for the content of library handbooks for students.

Apparently students need to know locations, procedures, and rules of the library; they need to know the fundamental principles of catalog use; they need some orientation in search for subject materials and a description of the public service departments which can help them obtain such materials; they need to be taught the value

of certain reference tools in common use.

It has been questioned whether the publication of a library handbook renders unnecessary such information service as has been described here or whether such information service renders a handbook superfluous. It may be well, therefore, to point out the particular value of each.

A library handbook, if distributed to groups outside the library, can show students who have not yet visited the library building just what facilities are to be found there. The information desk can help only those who have already come to the building.

The printed handbook gives uniform information to every student so that each one may learn the fundamentals of library use. It can serve as an aid when there is not a librarian present to give appropriate explanations. It answers questions objectively and concisely, whereas oral explanations are likely to be less carefully considered and less complete. On the other hand, the handbook cannot take into account either the differences in students' previous experience in library use or the particular details of his present problem. The information desk deals with the specific and individual problem in terms of the obvious need of the inquiring student.

At the University of Illinois Library, information desk attendants have found the *Handbook* useful as a tool in explaining the use of the library. It has been distributed to students who wish general information about the library in a convenient form for their own reference. It has also been used at the desk to explain, from its illustrations and its text, such matters as the proper method of filling out a call slip, the parts of the catalog card, or the location of rooms in the library building.

(Continued on page 61)

Conditions Contributing to the Efficient Service of Student Assistants in a Selected Group of College Libraries

Miss Brown has served in various capacities at the Vassar College Library and in the fall of 1943 became reference librarian there. She here summarizes the findings of a master's essay accepted by the School of Library Service at Columbia University in 1942.

THE GENERAL PRINCIPLES of efficient student assistant service have been formulated in the standard works on college and university library administration.¹ They may be expressed briefly as follows:

The authority to appoint student assistants should be vested in the librarian or a member of the library staff.

The librarian should have the right to select student assistants solely on the basis of their fitness to do the work required.

The librarian should have authority to discharge any incompetent student assistants.

It is most efficient to use student assistants for duties which do not require much training or experience.

There should be a comparatively small

number of student assistants working relatively long hours of service rather than many students serving only a few hours weekly. Fifteen hours per week is a suggested standard for most types of work. No student should be permitted to work so many hours as to endanger his health or academic standing.

There should be a sliding scale of payment, based upon duties assigned and the efficiency with which they are performed.

So far there is agreement among the authorities. But upon the type of work to be assigned to student assistants there is some disagreement which apparently springs from a difference in philosophy regarding the function of the college library. One school of thought believes that the student should be assigned to his duties only with regard to the furtherance of the work of the library, which is to give service to its clientele. In accordance with this viewpoint, students would be assigned to shelving, writing overdues and waiting list notices, filing cards and performing other clerical duties, reading shelves, working at the assigned reading desk if it is separate from the loan desk, delivering books from the stacks, and messenger service. The other theory regards the college library as an educational insti-

¹ Cf. Brown, C. H., and Bousfield, H. G. *Circulation Work in College and University Libraries*. Chicago, American Library Association, 1933, p. 53-60. McCrum, B. P. *An Estimate of Standards for a College Library*. 2d ed. Lexington, Washington and Lee University, 1937, p. 118-20. Randall, W. M. *The College Library*. Chicago, American Library Association and University of Chicago Press, 1932, p. 64-65. Randall, W. M., and Goodrich, F. L. D. *Principles of College Library Administration*. 2d ed. Chicago, American Library Association and University of Chicago Press, 1941, p. 129-39.

tution in its own right and holds that it should endeavor to develop the individual capacities of its student assistants. According to this conception of student assistant service, students would be used in projects which utilize their subject knowledge.

The present study was made in the academic year 1940-41 to bring the evidence of current practice to the consideration of the problem. It surveys the actual conditions governing the service of student assistants in a group of six college libraries at that time. The libraries included in the study are those of liberal arts colleges for women: Barnard, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley. Since the study assumes that student assistants should not be used for work on the professional level, the fact that the six libraries included are able to pay sufficient salaries is important.

Departmental libraries have been included in the study where they are under the jurisdiction of the central library. In addition, the art and music libraries at Vassar College, whose personnel are responsible to the academic departments concerned, have been included. These libraries have each a professional librarian on their staffs.

In this study the definition of student assistant has been expanded to include N.Y.A. assistants, students appointed on grants or working scholarships, and student assistants in departmental libraries paid by academic department funds.

Techniques Employed

The technique employed in this study was a combination of "information slips" and personal interviews. The information slips were typed three-by-five inch forms to be filled out with the following data:

name of library, name of student assistant (for identification purposes), job description, job qualifications, number of hours per week, rate of payment, paid by (*e.g.*, library budget, N.Y.A.). These slips, with one sample form made out correctly, were sent to the cooperating libraries to be filled out by the staff members in charge of the student assistants' work. Enough slips were sent for one to be used for each student. The slips from each library were returned and examined for clarity and completeness before the personal interview.

The interview was in every case with the librarian and/or the staff member in charge of student assistant work. The interview covered the following points: conditions of appointment and discharge of student assistants, departmental library practice, group training of student assistants, the conditions governing clerical assistance in the library, special appropriations for student assistant service, and the attitude of the library toward students interested in the library profession. The opportunity was taken during the interview to correct any vagueness or omission discovered in the information slips.

Conditions Governing Appointment and Dismissal

The study shows that in all but one instance, the control of the appointment and dismissal of student assistants is vested in the library. At one college a group of five students is assigned to work in the library, in return for which they receive grants-in-aid. These students give five or six hours a week service in the library. The library has no part in choosing these assistants nor can it dismiss them. The "grant girls" are therefore given the simplest kind of work, unless they have some

TABLE I
Libraries Using Student Service for the Jobs Reported and Total Number of
Students Employed in Each Job¹

Jobs (in order of frequency)	Number of students employed	Libraries
Shelving	60	MH, R, V, W
Loan desk work*	48	B, MH, R, S, V, W
Charge of department library for time scheduled	35	Vd, Wd
Typing	22	MH, S, V, W
Assistance at reserve desk	17	MH, R
Reference room assistance	13	V
Shelf reading	13	V, W
Filing	12	MH, V, W
Cleaning books	8	V
Marking new books	6	MH, V, W
Collecting books for reserve	5	R
Plating	5	V, W
Putting pamphlets in binders	5	Vd
Typing card index for Gramophone Shop Monthly Record Supplement	5	Wd
Binding sheet music in pamphlet binders	4	Wd
Withdrawing cards from catalog and shelflist	4	S, V
Assistance in putting books on reserve and taking them off reserve	3	MH, S, V, W
Cataloging phonograph records	3	Vd
Checking reserves, books, and records in morning	3	Vd, Wd
Counting circulation	3	Vd, Wd
Cutting pages	3	V
Mending books	3	MH, V
Mounting photographs	3	Vd
Order department assistance	3	V
Preliminary arranging of shelflist and catalog cards	3	S, V
Accessioning	2	S, Vd
Assistance in browsing room	2	MH, R, S
Charge of student assistant substitutes	2	V, Vd
Checking overdues	2	MH, V
Checking books in catalog	2	MH
Collecting samples of binding and labels	2	V
Mend routine assistance	2	V
Opening, stamping, distributing periodicals	2	MH
Pasting labels on books	2	V
Printing labels for books	2	V
Recording and marking additions to series	2	S
Reference work	2	R
Searching lost books	2	MH, Vd
Alphabetizing for catalog department	1	W
Assisting with exchange list	1	MH
Care of program file	1	Vd
Charge of fines notices	1	Vd
Charge of performance collection in music library	1	Vd

¹ Explanation of symbols used in tables

B Barnard College Library
MH Mount Holyoke College Library
R Radcliffe College Library
S Smith College Library
V Vassar College Library
W Wellesley College Library
d Departmental library
* Explanation given in text

Jobs (in order of frequency)	Number of students employed	Libraries
Charge of periodicals	1	Vd
Charge of reserve shelves	1	Vd
Charge of student assistant accounts	1	Vd
Charge of supplies	1	Vd
Charge of whole library in evening	1	R
Classifying stereopticon slides	1	Vd
Collecting programs of college events	1	V
Filing catalog cards	1	Vd
Filing, marking, mounting letters and news clippings	1	R
Harvard messenger	1	R
Helping with college catalogs	1	MH
Indexing Nagel's <i>Musikarchiv</i>	1	Wd
Lettering	1	Vd
Mail	1	MH
Making and labeling microfilm slides	1	Wd
Messenger service to department libraries	1	S
Posting symphony programs and arranging reserves of appropriate scores and records	1	Wd
Preliminary filing of shelflists	1	S
Printing slide labels	1	Vd
Putting away phonograph records	1	Vd
Putting department libraries in order	1	S
Recording and filing extra copies of college publications	1	V
Slide mending	1	Vd
Sorting and filing photographs	1	Vd
Sorting slides into categories	1	Vd
Sunday doorkeeping	1	V
Treating leather books	1	Vd
Typing labels for phonograph record envelopes	1	Wd
Withdrawing books from library collection	1	V
Working with reference librarian, checking indices, etc.	1	W
Wrapping and labeling newspapers in packages	1	V

special skill such as typing or prove to have other particular qualifications.

Librarians cooperating in the study tend to appoint student assistants on the basis of their qualifications for the work to be assigned, but in several situations the factor of financial need must be regarded first.

Wellesley College Library makes use of student assistants who are recipients of co-operative scholarships. They give a definite number of hours' service to the library in return for a scholarship. Students who are eligible for the awards are sent to the

library from the dean's office. The librarian selects from among the applicants on the basis of their qualifications for the jobs available.

At Mount Holyoke College Library financial need is a requirement for appointment unless the student is interested in library work as a profession.

In the appointment of part of its student assistants, the Vassar library must assume the teaching function or lose control of a considerable annual income for the employment of student service. In 1928

the Class of 1912 of Vassar College established the Class of 1912 Self-Help Fund with the purpose of "Provision for remuneration to students for work of some educational value." Since November 1928 the income has been voted to the library.

All the libraries concerned show special consideration for applicants interested in library work as a possible career.

Work Performed

The findings of this study in regard to the work performed by student assistants in the selected group of college libraries are presented in the form of a frequency table (Table I). An analysis of the job descriptions given on the information slips shows that the grouping of student assistant duties follows no set pattern. At Radcliffe College Library a student assistant collects books for reserve; at Vassar library a student assigned to loan desk work collects books for reserve, files cards, and does odd jobs; at Wellesley a student works with the reference librarian checking indices and bibliographies; at Vassar a reference room assistant checks bibliographies and shelves reference collection books. The table is obviously thrown out by the occurrence of such overlapping terms:

While loan desk work is the one type of work common to student assistants in all the libraries included in the study, it makes a great difference whether the student assistant is assigned to public service work or is employed at the desk only to relieve the regular staff members of routine duties such as filing cards, looking up call numbers in the files, sending notices, and various other odd jobs. The situation is further affected if the library maintains a separate reference department or if refer-

TABLE II
Qualifications Required for Student Assistant
Work in Order of Frequency of Mention

Qualification	Frequency of mention
Accuracy	68
Availability at irregular hours	54
Good health and eyesight	35
Need	28
Ability to type	26
Ability to use card catalog	21
Neatness	21
Ability to take responsibility	20
Experience	15
Quickness	10
Manual dexterity	9
Availability during vacations	8
Good printing	8
Knowledge of music	8
Punctuality	8
Careful attention to detail work	7
Interest	6
Knowledge of art	6
Judgment	5
Knowledge of botany	5
Knowledge of French	5
Knowledge of zoology	5
General promise	4
Good handwriting	4
Knowledge of German	4
Knowledge of the classification	4
Dependability	3
Pleasing personality	3
Good at handling student requests	2
Initiative	2
Knowledge of Italian	2
Knowledge of Spanish	2
Thoroughness	2
Ability to get along with people	1
Ability to center "by eye"	1
Bibliographical aptitude	1
Contact with student life	1
Executive ability	1
Familiarity with collection	1
Pleasing appearance	1
Sense of organization	1
Willingness to cooperate	1

ence and circulation work are combined at one desk.

At the Vassar and Wellesley libraries students work at the loan desk as assistants to regular staff members. There is a sepa-

rate, professional reference service. At Mount Holyoke library, where there is no separate reference department, a student assistant does service work at the main desk during the busy hours under the supervision of a staff member. At Mount Holyoke and Smith libraries a student is left in charge of the loan desk during meal hours. At Radcliffe and Barnard libraries student assistants do reference and circulation duty at the main desk.

For types of work performed by student assistants in one library only, the wording of the job description as given in the information slip has been preserved.

The one type of work in which student assistants are engaged in all the libraries studied is loan desk work. Four libraries use students in shelving, typing, and putting books on reserve and removing them from reserve. The largest number of students is engaged in shelf work, although two libraries, Barnard and Smith, use page boys for this service.

Qualifications Required in Relation to Special Abilities

The qualifications reported by the cooperating libraries as requirements for student assistant jobs are presented in Table II in order of frequency of mention. An analysis of the table suggests that the qualifications may be roughly grouped into seven categories:

1. Personality traits such as intelligence, ability to get along with people
2. Work traits such as accuracy, careful attention to detail work
3. Skills such as ability to type, good printing
4. Experience
5. Health
6. Need
7. Other qualifications: subject knowledge, availability at irregular hours, ability

to use card catalog, knowledge of the classification, familiarity with the collection, and contact with student life.

It is evident that the seventh category comprises qualifications particularly related to the abilities or conditions of college students. Since the information slips recorded both job descriptions and job qualifications, it was possible from them to ascertain for what work these special abilities or conditions were required. Table III presents a list of the jobs assigned to student assistants in the selected group of college libraries, based upon these qualifications.

Since it may be assumed that it is desirable to use student assistants for work which is particularly related to their special abilities, the foregoing analysis will suggest to college librarians situations in which student service may be successfully employed. However, it must be remembered that the table represents current practice and cannot be accepted as a satisfactory standard. The use of student assistants for reference work, for instance, may be criticized on the grounds that such work is entirely on the professional level.

Factors Governing Cost

The cost of student assistant service depends both upon rate of payment and upon the expenditure in staff time. All the libraries in the group make use of a graduated scale of payment. The median rate of payment in the libraries studied ranges from thirty to fifty cents an hour. Factors determining the rate of payment include: type of work assigned; type of work assigned considered with the individual student's proficiency, experience, and hours; length of service; undesirable hours.

It was impossible within the scope of

TABLE III
Jobs Assigned to Student Assistants for Which Qualifications Particularly Related to the
Special Abilities or Conditions of College Students are Required

Qualifications	Frequency of mention of qualifications	Work assigned
Availability at irregular hours	54	Charge of department library Loan desk work Reference room assistant Shelving books from loan desk
Subject knowledge	37	
Knowledge of music	8	Arranging reserves of scores and records for symphony programs Cataloging phonograph records Charge of department library Charge of performance collec- tion Classifying stereopticon slides Indexing Nagel's <i>Musikarchiv</i> Typing card index for Gramo- phone Shop Monthly Record Supplement
Knowledge of French	5	Harvard messenger work Indexing Nagel's <i>Musikarchiv</i> Order department assistance
Knowledge of German	4	Harvard messenger work Indexing Nagel's <i>Musikarchiv</i> Order department assistance
Knowledge of Spanish	2	Order department assistance
Knowledge of Italian	2	Indexing Nagel's <i>Musikarchiv</i> Order department assistance
Knowledge of art	6	Charge of department library Sorting slides into categories
Knowledge of botany	5	Charge of department library
Knowledge of zoology	5	Charge of department library
Ability to use card catalog	21	Adding call numbers to lists Collecting books for reserve Harvard messenger work Loan desk work Mend routine assistance Order department assistance Reference and circulation work at main desk Reference and circulation work in reserve book room Working with reference librari- an, checking indices, etc.
Knowledge of the classification	4	Shelving
Contact with student life	1	Collecting programs of college events
Familiarity with collection	1	Circulation and reference work in reserve book room

the study to chart the amount of staff time required for the training and supervision of student assistants over a definite period. It may be assumed, however, that on a given volume of work, the smaller the number of student assistants and the greater the number of hours each student serves, the more economical will be their training and supervision. The median number of hours worked weekly by student assistants in the selected group of college libraries ranges from 5.03 to 10 hours. It thus appears that there is a marked tendency for student assistants in these libraries to work fewer hours than is recommended. This may be due to a number of causes. Since the colleges in the group are predominantly undergraduate, with the majority of students carrying the equivalent of four courses, the average student has not much time to devote to self-help work. Since the colleges have comparatively generous scholarship endowments, there may not be the financial necessity among the student body which exists elsewhere. Also there seems to be a general care among the college administrations concerned that no student sacrifice her health, scholastic achievement, or normal social life to too much self-help activity.

To reduce the high cost in staff time for training and supervision, several libraries use methods of group instruction. These include personal instruction to several new students at one time whenever possible, the use of mimeographed instruction sheets, the distribution of a booklet of general directions, and the calling of student assistant staff meetings. This last practice is valued as promoting a feeling of "belonging" to the library which does much to heighten morale and is reflected in more efficient work.

Another means of cutting the cost of student assistant service is the systematic rating of each student's work to determine whether she is performing work of the quantity and quality to be expected. The rating will furnish definite, impersonal criticism to aid the unsatisfactory student to increase her efficiency or, failing in that, will afford a concrete basis for her dismissal. Mount Holyoke library uses an employee rating scale designed to guide the supervisor in grading the assistant on eighteen separate points: output-quantity, output-quality, accuracy, organization of work, attitude to job and organization, cooperativeness, disposition, dependableness, persistence, vitality, initiative, tact, poise, ability to learn, power of analysis, ability to meet people, supervisory ability, and personal appearance.

Nonstudent Clerical Service

In the experience of the libraries concerned in this survey, it has been desirable and possible to replace some part of student service with full-time nonstudent clerical workers. It has been found that clerical workers produce better results as typists than do student assistants. The employment of a clerical worker to replace several student assistants working an equivalent number of hours is a great saving in the cost of staff time for training and supervision.

All the librarians cooperating in the study, however, emphasized the greater leeway of irregular time which an amount of money spent for student service can give over the same amount spent for clerical service. Student service is, therefore, preferable for work requiring scheduling at irregular hours, such as loan desk assistance.

Recommendations

That there is need for the introduction of personnel management methods in the appointment and supervision of library student assistants, is suggested by the lack of uniformity in the jobs assigned and in the qualifications required in the selected group of college libraries. The adoption of accepted personnel management methods and techniques will render more efficient the service of student assistants in any situation.

The first steps should be a simple job analysis, a description of each job now assigned to a student assistant, and a statement of the qualifications necessary for the job. With these facts before him, the librarian may decide whether or not there are elements of special abilities needed or of irregular time to be covered which make the job especially suited to student assistants.

In the second place, the librarian should make use of all available means to select student assistants who have the required qualifications. He has at his service the health records of the students, the record of the courses they have taken, and their grades and class schedules. He may also give prospective assistants simple tests for skills, such as informal tests for typing, lettering, use of the card catalog, and shelving. More attention will doubtless be paid in the future to testing the mental, work, and personality traits of prospective student assistants. A study recently completed at Iowa State University Library indicated that the National Institute of Industrial Psychology Clerical Test scores and the American Council on Education Psychological Examination scores are of value in predicting success of student

assistants in college library work.²

Some of the practices observed in the group of college libraries deserve wider adoption: the use of the rating scale, the establishment of a weekly minimum of hours below which no student would be permitted to work (Wellesley's minimum of six hours might be considered suitable for an undergraduate college library of this type), the adoption of a graduated scale of payment based upon the type of work performed, and the use of various means of group instruction.

However great an effort the librarian makes to assign jobs in accordance with the interest and special abilities of his student assistants, a large amount of routine work must be done. The members of the library staff who supervise the work of student assistants may render a great service to the library and to the students by interpreting to them the place of such routine tasks in a larger enterprise.

The training and supervision of library student assistants offer a great problem in that they vary in quality with the teaching and executive abilities of the staff members in charge. A step in the right direction is the inclusion in library school curricula of courses in personnel problems and practical psychology for professional workers. Librarians might well consider the values of such training in their plans for the continuing education of their staff members. A series of round table discussions on the problems of student assistant supervision might solve the difficulty in some situations.

² Oberheim, Grace M. "Predicting Success of Student Assistants in College Library Work." October 1941. Columbia University, School of Library Service, master's essay, p. 89.

College Library Exhibits: A Bibliographical Approach

*Miss Reagan, of the staff of the Wellesley College Library, deals here comprehensively with the literature which may be suggestive in the planning of exhibits in college libraries.**

IN A STUDY of college library exhibits the existing literature relevant to the subject serves as a starting point and provides a background essential to its further development. A selection of titles has been made from this literature on the basis of those which point to the variety of available materials dealing with exhibits and which, at the same time, suggest answers to questions confronting a college librarian engaged in planning an exhibit program. Such questions may involve the techniques and methods which contribute to the making of an effective and successful exhibit, sources of exhibitable materials and ideas, and the purpose and value of exhibits in the college library. A librarian with an understanding of the general techniques and fundamental principles of exhibit planning in its broadest interpretation and with a definite purpose to accomplish through exhibition may be able to find in the literature descriptions of specific exhibits from which ideas as to content and arrangement may be borrowed.

* Based on a thesis presented in partial fulfillment of requirements for the degree of Master of Arts in Library Science at the University of Illinois. Used with permission of the dean of the graduate school.

One of the most detailed and practical explanations of library exhibit technique and method is found in G. O. Ward's *Publicity for Public Libraries*.¹ The author in a chapter on displays and exhibits covers all sides of the question, from qualities which tend to make an exhibit effective to a formula for mixing an adhesive recommended for attaching labels inside exhibit cases. Advantages and limitations of the exhibit are enumerated, various types of exhibits are described, and physical equipment, including racks, panels, labels, and cases, is discussed. Mr. Ward's chapter in its practical approach based upon a sound study of the psychology of exhibiting is invaluable to the college librarian who will adapt and modify it to fit the college library. This discussion may be supplemented by two articles drawing their content primarily from exhibit policy and practice as developed and tested in specific libraries: "The Technique of Library Exhibits" by Eunice Wead,² written with special reference to the library of the University of Michigan, and "The Huntington Library's Special Exhibitions" by R. O. Schad.³ Mr. Schad mentions exhibitions assembled to parallel instructional work in

¹ Ward, G. O. *Publicity for Public Libraries*. 2d ed. New York, H. W. Wilson Company, 1933.

² Wead, Eunice. "The Technique of Library Exhibits." *Library Journal* 47:499-501, June 1, 1922.

³ Schad, R. O. "The Huntington Library's Special Exhibitions." *Library Journal* 59:642-45, Sept. 1, 1934.

nearby colleges. Two articles recently appearing in German periodical literature⁴ may be added for additional information regarding the elements which combine to make a successful book exhibition. *Wilson Library Bulletin*⁵ has always shown an awareness of the potentialities of exhibiting as one aspect of library service. In complete articles, in short paragraphs in "The Crow's Nest," and in the current "Display for the Month" are descriptions of successful exhibits shown in school, public, and college libraries, as well as more general discussions of display arrangement, poster making, and bulletin board technique.⁶

The practical use of the techniques and methods of exhibition discussed in the above references comes in their application to the selection and arrangement of materials for the purpose of expressing or exhibiting ideas. In addition to an understanding of display technique and method, a library exhibitor will find a knowledge of a few of the more fruitful sources of exhibit materials and ideas useful.

An article from the Enoch Pratt Free Library,⁷ indicating individuals and organizations in the community that may lend exhibit materials, suggests to the college librarian sources on or near the college

campus, including faculty, students, and alumni. "Leads No. 7,"⁸ from the American Library Association, gives specific sources for rented and borrowed exhibits. Textbooks from the field of visual education, such as *Audio-Visual Aids to Instruction*,⁹ contain sources of materials and equipment. "Visual Aids in the Realm of Chemistry,"¹⁰ with its listing of charts, exhibits, pictures, and publications useful in secondary school and college chemistry, is an example of the curricular lists prepared by the Visual Aids Service of New Jersey State Teachers College. Other fields similarly covered by this same service include biology, English language and literature, health, mathematics, and music. In addition to the selected titles mentioned here, library, educational, and popular periodicals, Wilson's *Vertical File Service*, "plus native imagination,"¹¹ will bring to light other sources of exhibit materials.

Related Materials

In an exhibit the idea illustrated by related materials is as important as the actual materials themselves. Therefore, in the literature of library exhibits sources of exhibit materials are as pertinent as sources of exhibit ideas. Often a list of exhibit subjects may serve as a beginning upon which one exhibit or a series of exhibits may be built. A wide variety of topics tried and proved exhibit is found under the subject heading "Exhibits" in *Library Literature*.¹² Typi-

⁴ Sattler, Paul. "Ausstellungen als bibliothekarische Aufgabe." *Zentralblatt für Bibliothekswesen* 54:498-511, Sept.-Oct., 1937; Rumpf, Walter. "Die kleine Buchausstellung." *Bücherei* 7:269-74, September 1940. Summaries may be found in *Library Literature*.

⁵ *Wilson Library Bulletin*, 1914—date. New York, H. W. Wilson Company, 1922—date. Formerly *Wilson Bulletin for Librarians*.

⁶ A useful bibliography of display techniques was distributed to librarians attending the recent regional institute in Chicago: "Display Techniques," compiled by Matilde Kelly (Mimeographed, Chicago, 1943). A second up-to-date bibliography containing a section on exhibits, posters, and displays is available from the Public Relations Division of the American Library Association: "Library Publicity Literature," compiled to 1941 by Kenneth R. Shaffer; revised to 1943 by Public Relations Division, American Library Association (Mimeographed, Chicago, 1943).

⁷ Smith, Gretta. "Making Friends for the Library through Exhibits." *Library Journal* 59:646-49, Sept. 1, 1934.

⁸ American Library Association. Publicity Committee. "Visual Materials." ("Leads No. 7," revised.) Mimeographed, Chicago, 1939.

⁹ McKown, H. C., and Roberts, A. B. *Audio-Visual Aids to Instruction*. New York, McGraw-Hill Book Company, Inc., 1940.

¹⁰ New Jersey State Teachers College, Montclair. Visual Aids Service. "Visual Aids in the Realm of Chemistry." (Mimeographed, Montclair, 1940.)

¹¹ American Library Association, *op. cit.*, p. ii.
¹² *Library Literature*, 1933-35—date. New York, H. W. Wilson Company, 1936—date.

cal annual reports of college librarians indicate briefly the name or theme of each exhibit shown during the period covered by the report. In addition to college library bulletins, such as *Colby Library Quarterly*¹³ and Wesleyan University's *About Books*,¹⁴ bulletins of university and public libraries carry articles which can in some degree be translated for use in the college field. Although the average college library will not contain in any great measure the manuscripts and first editions which lend themselves so readily to exhibition in the larger university and public libraries, accounts of these exhibitions may be suggestive of exhibitable subjects and, less frequently, of ideas regarding techniques, practices, and materials. Descriptions of fifteenth century books published in the Boston Public Library's *More Books*¹⁵ are useful in the college library showing rare books. A number of topics from the list of exhibitions in the forty-year index to the *Bulletin* of the New York Public Library¹⁶ are susceptible to college exhibition. An article on Harvard University's tercentenary exhibitions¹⁷ suggests techniques as well as subjects.

Titles from Reading List

Occasionally a library may be able to build an entire exhibit of titles selected from a reading list, such as one designed to accompany the New York Public Library's exhibition "Women in the Making

of America,"¹⁸ or from the catalog of an exhibit, such as the catalog of the exhibition at Mount Holyoke to commemorate the one hundredth anniversary of the college.¹⁹ A cap and gown exhibit shown in the library of the University of Rochester is described in such detail as to be of real assistance to the college librarian interested in a commencement exhibit.²⁰ The Goucher College Library's exhibit of "A Half-Century of Textbooks"²¹ and documents exhibits at Florida State College for Women²² are presented with sufficient fulness to make them patterns for librarians assembling collections of similar materials.

The number of instances in which the exhibit policies of individual college libraries have been described in approximate detail is relatively small. For the most part, ends toward which exhibits may be made to work must be discovered from general articles upon college library service or from accounts of single exhibits: art exhibits shown for their cultural effect, hobby exhibits to enlist the interest of students and faculty members, permanent exhibits to publicize rare items, displays of current books to stimulate reading, teaching exhibits to implement the work of the college faculty. Frequently, however, there is little indication of the purpose and value of these exhibits either within the total exhibit program of the library or within the educational program of the college.

¹³ Colby College, Waterville, Me., Library. *Colby Library Quarterly*, 1943—date.

¹⁴ Wesleyan University, Middletown, Conn. Olin Memorial Library. *About Books*, 1930—date.

¹⁵ Boston Public Library. *More Books*, 1926—date.

¹⁶ New York Public Library. *Bulletin . . . Index to Volumes 1-40, 1897-1936*, compiled and edited by D. C. Haskell. New York, 1937.

¹⁷ Walton, C. E. "Tercenary Exhibitions." Harvard University, Cambridge, Mass., Library. *Harvard Library Notes* 3:187-94, May 1938.

¹⁸ "Women in the Making of America." New York Public Library. *Bulletin* 45:468-72, June 1941.

¹⁹ Mount Holyoke College, South Hadley, Mass. Williston Memorial Library. *An Exhibition of One Hundred American First Editions Paralleling the History of Mount Holyoke College, 1837-1937*.

²⁰ "The Crow's Nest." *Wilson Bulletin for Librarians* 10:600-02, May 1936.

²¹ Schindler, M. E. "A Half-Century of Textbooks." *Journal of Higher Education* 10:210-13, April 1939.

²² Haynes, Frances, and Coykendall, Frances. "Documents Can Be News." *Wilson Library Bulletin* 17:544-45, March 1943.

Library Exhibit Policies

Among the colleges with library exhibit policies clearly defined in library literature are Seton Hall College, Wellesley College, and Williams College. The exhibit program of Seton Hall College, outlined for a three-year period and planned to interest students in nonrequired reading, is discussed by Sister Melania Grace in *Catholic Library World*.²³ Parts of the exhibit programs of Wellesley and Williams bear directly upon courses in the curriculum. Public and teaching exhibitions in the Wellesley College Library are described in the annual report of the librarian for the year 1941-42.²⁴ The custodian of the Chapin Library at Williams College has contributed two of the most significant and stimulating articles to be found in the literature of library exhibits. The first article, published in 1936, discusses the use of rare books "to convey an idea or abstraction."²⁵ A second article, appearing five years later, treats the role of rare books in a college program and describes the kinds of exhibits shown in the Chapin Library.²⁶ These articles, coupled with the reports prepared annually by the custodian,²⁷ give the reader an excellent picture of exhibits as developed in one college library.

To conclude this brief review of titles selected from library literature because of their pertinence to the study of college library exhibits, reference may suitably be made to the chapter "Posters, Displays, Exhibits" in G. R. Lyle's *College Library*

Publicity.²⁸ The topics covered above—exhibit technique and method, sources of exhibit materials and subjects, the purpose and value of exhibits—are summarized by Mr. Lyle and pointed directly toward the college library.

It is clear that the literature of library exhibits includes writings of both a practical and a theoretical nature. The college librarian content with a surface knowledge of the subject will probably find sufficient information here, but in this literature at present are few penetrating studies. Writing to museum curators, one English authority on museum exhibition has said in discussing the main sources of "delight in display:"

Sources for inspiration in finding or designing these elements of delight should not be sought in the museum alone, since the danger in the practice of any art is to feed upon oneself. To avoid the dangers of such a stodgy diet and evade the evils of inbreeding it is a good thing to turn towards other horizons.²⁹

Such a statement might appropriately be rephrased and directed toward library exhibitors. The librarian desiring a thorough understanding of exhibits must become a student of exhibit literature in related fields and of those writings which lie behind and help interpret modern exhibit practices. If the college librarian defines clearly the primary purpose which exhibits are to serve in his library and does not lose sight of that purpose in an examination of a larger body of literature, his exhibit program cannot fail to profit.

A library exhibitor, whether he considers himself propagandist or instructor or a combination of the two, can transfer a

²³ Sister Melania Grace. "A Publicity Program for the College Library: A Three-Year Plan." *Catholic Library World* 8:69-70, May 1937.

²⁴ Wellesley College, Wellesley, Mass., Library. "Report of the Librarian." 1941-42. Mimeographed.

²⁵ Osborne, L. E. "Exhibitions." *Library Journal* 61:389, May 15, 1936.

²⁶ Osborne, L. E. "Rare Books in a College Program." *Library Journal* 66:386-87, May 1, 1941.

²⁷ Williams College, Williamstown, Mass. Chapin Library. *Report*, 1923-24—date.

²⁸ Lyle, G. R. *College Library Publicity*. Boston, F. W. Faxon Company, 1935.

²⁹ Thomas, Trevor. "Penny Plain, Twopence Coloured: The Aesthetics of Museum Display." *Museums Journal* 39:9, April 1939.

number of well-developed and carefully tested techniques from fields making use of display either commercially or educationally. Both window display, designed primarily to sell, and museum exhibition, intended mainly to teach, have developed a literature which will lend itself to interpretation in terms of the library exhibit.

General handbooks on window display, similar to W. N. Taft's *The Handbook of Window Display*,³⁰ discuss points to be considered in dressing a show window, applications of the principles of arrangement and color, and essentials of a good background. *Retail Advertising and Sales Promotion* by C. M. Edwards and W. H. Howard³¹ offers a useful analysis of the principles basic to a good window display program. A more comprehensive treatment of successful utilization of light and color is contained in Matthew Luckiesh's *Light and Color in Advertising and Merchandising*.³²

Museum Exhibits

Although the distinction between the functions of the college library and the museum of science and art is a marked one, the problem of exhibition is common to both, and the library exhibitor will find a familiarity with established practices and current developments in museum display to be useful. A brief summary by Elizabeth Eiselen of the techniques of museum exhibition³³ affords a general introduction to the subject. Results of surveys at the New York and San Francisco World's Fairs of 1939, recently published by the

New York Museum of Science and Industry,³⁴ show successful display techniques and trends in modern exhibition. L. V. Coleman in analyzing curatorial work in his *Manual for Small Museums*³⁵ discusses purposes, arrangement, and installation of exhibits, as well as exhibition equipment. A librarian considering the purchase of a number of cases may wish to supplement Mr. Coleman's discussion with the chapter "Museum Fatigue" in B. I. Gilman's *Museum Ideals of Purpose and Method*.³⁶

Serial publications dealing specifically with museum work carry material on labeling, arrangement, and display method. E. S. Robinson's *The Behavior of the Museum Visitor*,³⁷ issued as one of the *Publications* of the American Association of Museums, contains suggestions for the librarian concerned with measuring the relative effectiveness of two exhibits. The study of any one of the more practical references on museum display might well be enlivened by the reading of an article in *Museums Journal* by Trevor Thomas of the Liverpool Free Public Museums.³⁸ The article is among the best for pure inspiration and for an appreciation of exhibition arrangement as developed in the modern museum.

The values of graphic representation and the utilization of concrete objects in attracting attention and in clarification and interpretation of textual materials are in certain cases implied and in others discussed in some detail in the foregoing references. However, within recent years

³⁰ Taft, W. N. *The Handbook of Window Display*. New York, McGraw-Hill Book Company, Inc., 1926.

³¹ Edwards, C. M., Jr., and Howard, W. H. *Retail Advertising and Sales Promotion*. New York, Prentice-Hall, Inc., 1936.

³² Luckiesh, Matthew. *Light and Color in Advertising and Merchandising*. New York, D. Van Nostrand Company, Inc., 1923.

³³ Eiselen, Elizabeth. "The Technique of Exhibits." *Journal of Geography* 39:320-22, 1940.

³⁴ New York Museum of Science and Industry. *Exhibition Techniques*. New York, 1940.

³⁵ Coleman, L. V. *Manual for Small Museums*. New York, G. P. Putnam's Sons, 1927.

³⁶ Gilman, B. I. *Museum Ideals of Purpose and Method*. Cambridge, Riverside Press, 1918.

³⁷ Robinson, E. S. *The Behavior of the Museum Visitor*. American Association of Museums. *Publications*, New Series, 5, Washington, 1928.

³⁸ Thomas, *op. cit.*, p. 1-12.

the field of visual education has made the greatest use of visual aids as supplementary instructional devices. Since emphasis has been laid upon the use of such aids within grade and high schools, the bulk of the literature has been prepared with the needs of elementary and secondary school teachers in mind. Even so, regardless of the intelligence and age level of the audience for which an exhibit is planned, an appreciation of the philosophy and psychology of visual aids is fundamental to the exhibitor, who will find it necessary in using the literature to remember that certain practices and techniques developed for an elementary schoolroom will frequently require some little modification to be applied successfully in a college library. For an understanding of the value and use of visual aids, standard textbooks, such as *Audio-Visual Aids to Instruction*³⁹ and *Visualizing the Curriculum*,⁴⁰ are helpful. Discussions of the "why" of visual materials and their place in the teaching program can be found here, as well as chapters devoted primarily to various types of graphic materials and objects with practical suggestions regarding their selection, care, and most effective use. Bibliographies point the way to similar materials bearing on specific curricular fields.

One of the most comprehensive treatments of the exhibit as an instrument of education lies within the field of social welfare. Although prepared for one particular group of exhibitors, *The ABC of Exhibit Planning* by the Routzahns⁴¹ of-

fers general suggestions which will apply to any exhibit program. According to the editor's preface, it is concerned with the initial stages of exhibit preparation, when first decisions are being made regarding scope, purpose, and methods.

Back of all successful exhibit techniques and practices covered in library literature and in the literature of related fields lies an appreciation for the principles of aesthetics and an understanding of human nature and the means by which it can be most readily motivated and controlled. In this connection writings dealing with artistic design and applied psychology are relevant to a study of exhibitions.

In advertising, conformity to the more conventional aesthetic principles is encouraged since investigation has shown that people are in most cases sensitive to values basic to artistic design.⁴² Such conformity is equally desirable in exhibiting. An exhibit to be effective must be arranged in good taste, which calls for an intelligent application of elements usually associated with the fine and graphic arts. D. W. Ross in *A Theory of Pure Design*⁴³ presents the laws of harmony, balance, and rhythm as expressed through position, line and outline, tone, and color. Less detailed discussions of the fundamentals of design are found in Chapter III of E. A. Batchelder's *Design in Theory and Practice*⁴⁴ and Chapter II of *Essentials of Design* by Charles De Garmo and L. L. Winslow.⁴⁵ The latter work contains, also, an excellent section on the artistic significance of color.

³⁹ McKown, *op. cit.*
⁴⁰ Hoban, C. F., Hoban, C. F., Jr., and Zisman, S. B. *Visualizing the Curriculum*. New York, Gordon Company, 1937.
⁴¹ Routzahn, E. G., and Routzahn, M. S. *The ABC of Exhibit Planning*. New York, Russell Sage Foundation, 1918. A recent pamphlet on exhibits has been prepared by the National Publicity Council for Health and Welfare Services: *Exhibits: How To Plan and Make Them*. New York, National Publicity Council, 1943.

⁴² Burt, H. E. *Psychology of Advertising*. Boston, Houghton Mifflin Company, 1938, p. 296-97.
⁴³ Ross, D. W. *A Theory of Pure Design*. New York, Peter Smith, 1933.
⁴⁴ Batchelder, E. A. *Design in Theory and Practice*. New York, Macmillan Company, 1910.
⁴⁵ De Garmo, Charles, and Winslow, L. L. *Essentials of Design*. New York, Macmillan Company, 1924.

Purpose of Exhibit

Generally an exhibit is prepared to be seen by a particular group of individuals and to influence that group in a prescribed manner. Therefore, an exhibit can hardly be judged completely effective if it fails to attract and hold the attention of those for whom it has been planned nor can it be considered wholly successful if the influence which it works upon its audience is contrary to the one expected. In this respect an acquaintance with the basic principles of applied psychology will prove of great assistance to an exhibitor. Since the field of advertising includes exhibiting and since psychology has been applied successfully within this field by modern business, the literature of psychology in advertising can contribute in no small measure to an understanding of the principles which underlie a good exhibit. Practical manuals of advertising, such as *Introduction to Advertising* by A. J. Brewster and H. H. Palmer⁴⁶ and *An Outline of Advertising* by G. B. Hotchkiss,⁴⁷ contain chapters concerned with psychological principles which are applied in advertising and which can be applied with equal propriety in exhibiting. The discussions of certain points—appeals to basic interests and emotions, incentives to attention and interest, effective use of illustrations and color—clarify and summarize materials found in more comprehensive references on advertising psychology.

H. E. Burtt's *Psychology of Advertising*⁴⁸ is representative of those books which treat the subject in greater detail and which at the same time are readable and

intelligible even to beginners in the field. Here the element of "appeal," often considered intangible, elusive, and the result of chance rather than actual planning, is placed within reach of the library exhibitor willing to read, adapt, and apply. The author covers types of appeals, their relative strength, and their adaptation to fit a particular audience. Chapters are devoted to mechanical devices for attracting attention, including size, intensity, motion,⁴⁹ contrast, isolation, and position, and to techniques for holding attention, such as unity, balance, and the use of lines and closed forms. The importance of interest incentives—novelty, the comic, color, and pictures—which afford a linkage with some previous experience and arouse interest, is stressed. Any one or all of the psychological principles explained by Mr. Burtt may be utilized in exhibiting, with the extent of use depending always in the final analysis upon the purpose of the exhibit.

Summary

By way of summary it seems appropriate to venture a number of generalizations drawn from the literature discussed as pertinent to exhibits and to consider these generalizations in their application to the college library. What is an exhibit? What factors should be considered in its evaluation? What elements contribute to the making of a good exhibit?

One writer in an article on exhibit tech-

⁴⁹ For the average library exhibit the use of light and motion may be highly impracticable, but there is no doubt as to their attention-attracting value, and, if a librarian is aware of their possibilities, one or the other may be utilized upon certain occasions without unreasonable expenditure or too elaborate preparation. The use which the library of the College of the City of New York has made of light and motion in exhibiting is given in Robert Whitford's "Special Exhibit Features." *Library Journal* 60: 147-48, Feb. 13, 1935.

⁴⁶ Brewster, A. J., and Palmer, H. H. *Introduction to Advertising*. 4th ed. New York, McGraw-Hill Book Company, Inc., 1941.

⁴⁷ Hotchkiss, G. B. *An Outline of Advertising*. Rev. ed. New York, Macmillan Company, 1940.

⁴⁸ Burtt, *op. cit.*

nique defines an exhibit as "a means of imparting the same information over a period of time to many people."³⁰ A second author in a discussion of library publicity describes an exhibit as "an object or a collection of objects chosen and arranged so as to tell a story."³¹ One factor discernible in the literature of library exhibits and substantiated by the results of a survey of college library exhibit practice is that no marked distinction has been made between an "exhibit" and a "display." To one librarian an exhibit worthy of the name may rival a lesser Century of Progress exhibition; to another it may be a miscellaneous collection of books assembled to the right of a circulation desk for the purpose of catching a prospective reader's eye and circulating immediately. As far as the individual library is concerned such a distinction is of minor importance. If a collection of materials shown publicly accomplishes the purpose for which it has been planned, the fact that these materials constitute an exhibit or a display is of little consequence. However, when an attempt is made to study collectively exhibits held within a number of libraries, some conclusion is needed as to the beginning of exhibit and the end of display. If the definitions proposed above are accepted, more than one so-called "exhibit" will automatically revert to the display group. If an exhibit is to tell the same story or teach the same lesson to a number of people over a period of time, every item in the exhibit which satisfies this definition will have a distinct role to play in its relation to other parts of the exhibit and in its contribution to the effectiveness and clarity of the whole. If the removal of any item detracts from the exhibit's effectiveness and leaves a gap in its story, its

inclusion is justified. In view of the above definitions, it appears that the construction of an exhibit is not dependent upon the amount of material shown or the number of cases filled. It depends more reasonably upon another factor: to be effective, to teach its lesson, or to tell its story, the exhibit must be preserved as a *whole* during the period of exhibition. In this respect it differs from the display.

An exhibit without a purpose may find itself hard put to justify its existence, particularly within a library. Display for the sake of display may be effective, but it is scarcely to be considered as constituting an end in itself. A half-hearted effort on the part of any college library to carry on exhibits poorly planned and hurriedly executed may be open to criticism, for no exhibit at all is in most instances better than a poor exhibit. On the other hand, in view of the many demands upon staff members' time by more firmly established types of library service, there is little justification for an elaborate exhibit program unless it is soundly based and clearly defined. A clear definition of purpose, therefore, is fundamental to the planning of any exhibit. If that purpose can be accomplished more readily and practicably and with equal success by some means other than exhibiting, an exhibit should not be attempted.

As the purpose of an exhibit is fundamental to its planning it is also of first importance in its evaluation. The decisive test of the success of any exhibit comes in answer to the question: Was its purpose accomplished? An exhibit prepared to attract donations will be judged by the number of gifts resulting from it; a display intended to promote circulation of a particular group of books will be measured by statistics in the circulation

³⁰ Eiselen, *op. cit.*, p. 320.

³¹ Ward, *op. cit.*, p. 201.

record. Evidence of the success of an exhibit planned to teach a lesson or to tell a story is far less tangible and can hardly be measured in terms as concrete as gifts or statistics. If, however, in the planning, assembling, and arranging of the exhibit, thoughtful consideration is given the techniques of exhibition which are soundly based upon principles of applied psychology, the success of the exhibit will tend to be ensured.

The purpose of an exhibit once defined and justified will generally indicate the logical group toward which the exhibit should be directed. A college library exhibit prepared to attract donations will in all probability be directed toward prosperous alumni and influential Friends of the Library. An exhibit planned to enrich the teaching program of a certain faculty member will be aimed at students enrolled in his classes. Purpose and audience are inseparable in the preparation of an exhibit, and other factors to be considered will hinge largely upon these two. They govern the theme or central idea of the exhibit; they influence selection and arrangement of materials and the location of the exhibit itself; they determine the

length of exhibition period and the type and amount of publicity the exhibit deserves. Purpose and audience serve as the framework around which an exhibit is built. How well the exhibit is built depends largely upon the judgment and skill with which the exhibitor selects and arranges his materials, relating them through appropriate written interpretations into an attractive whole which clearly expresses the theme of the exhibit.

The ideal college library exhibitor would seem to combine with the characteristics of librarian those of psychologist and artist with a proper balance among the three. He never allows his enthusiasm for drawing attention to the exhibit to overshadow its real purpose and divert attention elsewhere; he never permits his zeal for creating a masterpiece of artistry to make his primary purpose a secondary one; and he never lets his background as librarian blind him to the fact that, though books in themselves may be infinitely delightful to him, an exhibit of them can be made more attractive and alive to others if, in its planning and arrangement, a due regard is given the principles of applied psychology and artistic design.

An Analysis of the Work of the Information Desk at the University of Illinois Library

(Continued from page 43)

At the same time the attendant supplements printed rules with oral explanations applicable to the particular problem.

All things considered, it is evident that no printed handbook can be expected to take the place of an information service conveniently located and attended by a

trained librarian who can not only explain general rules but also give specific help with the problem at hand. An information desk provides personal instruction in use of the library at the point where the student is most likely to encounter a need for such instruction.

Canadian Agricultural Documents, Federal and Provincial

From her vantage point in the reference department at the library of the University of British Columbia, Mrs. Chatwin sends this illuminating description of certain Canadian government publications.

AGRICULTURAL DOCUMENTS of Canada, lacking guides of all kinds, are an uncharted sea for librarians. It is impossible to speak as an authority on the subject. With few printed sources to consult, information has had to be built up from three sources:

1. Letters written to the directors or ministers of the various experimental stations and provincial departments of agriculture asking for information regarding specialized fields of research, means of distribution, and indexes or checklists available
2. Study of annual reports and other publications available in the University of British Columbia library
3. Six years' work building up a document collection, with particular attention to agriculture

Necessarily many details are lacking, particularly for the provincial documents.

Since its origin in 1852 the Dominion Department of Agriculture has built up a well-organized department, the hub of which is in Ottawa. Here initial research is done, some of which is later carried to its conclusion at the various experiment stations throughout Canada, where findings can be tested under conditions similar to those experienced by the farmer. The

accompanying map shows the location of these stations across Canada. Also situated in Ottawa is the main library of the department, which houses a reference collection of the agricultural publications of all countries, including probably the most complete file on Canadian agriculture in existence. Miss A. L. Shaw, librarian, is most helpful in solving difficulties.

Research in the Department of Agriculture is carried on by four services—science, experimental farms, production, and marketing—each with its own allotted field of research. Table I shows the general organization. The work of the four services falls into the following groups:

Science Service—"Solution of practical problems of agriculture through the application of scientific investigations. It deals with problems relating to the ravages of insect pests and diseases affecting plants and animals, the deterioration of plant and animal products through invasion of fungi and bacteria, the nutritional requirements of animals and plants, and the chemistry and microbiology of soils and dairy products." Work in the laboratories is coordinated with research of the National Research Council of Canada and with that of universities and agricultural colleges.

Experimental Farms Service—"Equipped to conduct experiment and research work in connection with practical farm problems in all parts of the Dominion and to demonstrate findings to those in a position to put them into practice."

Production Service—"Gives national leadership in organizing agricultural produc-

AGRICULTURAL EXPERIMENT STATIONS OF CANADA



Taken from *Fifty Years of Progress on Dominion Experimental Farms 1886-1936*, opposite p. 7.

tion. Coordinates work of Dominion and provincial field staffs."

Marketing Service—"Responsible for all activities of the department relating to the efficient marketing of agricultural products under standard grades."¹ Designed to give the lead to planned and profitable production.

Most of the experimental stations carry on general work in field and animal husbandry, forage crops, poultry, and horticulture. Certain specialties have developed however:

Beaverlodge, Alta. Agronomy, northern horticulture, meteorological records, swine husbandry.

Brandon, Man. Breeding of barley, poultry, swine, and dual purpose Shorthorn cattle.

Cap Rouge, Que. 1911-33, breeding of French-Canadian horses and cattle; 1933-

¹The above quotations are from Canada. Department of Agriculture. *Directory of Organization and Activities of the Dominion Department of Agriculture*, p. 7, 13, 19, 25.

horticultural and poultry problems.

Charlottetown, P.E.I. Development of suitable varieties of cereals for the maritimes, poultry, forage crops, fox farming.

Fredericton, N.B. Cattle, swine, fertilizer studies, potatoes.

Harrow, Ont. Tobacco, hybrid corn breeding, soybean breeding, poultry breeding.

Indian Head, Sask. Breeding of Clydesdale horses, Shorthorn cattle, Yorkshire pigs, Barred Rock poultry.

Kapuskasing, Ont. Soil drainage, field, vegetable, and orchard crops.

Kentville, N.S. Horticulture—selecting and growing fruit varieties, handling and marketing the products.

Lacombe, Alta. Swine, poultry, cereal, and forage crops.

L'Assomption, Que. Tobacco (up to 1940); since 1940, horticultural crops, field crops (corn, soybean).

Lennoxville, Que. Cattle, swine, sheep. Pasture improvement, orchard problems.

Lethbridge, Alta. Irrigation and problems of irrigation (the only station on the prairies practising irrigation on a large

scale), animal breeding, and genetic research.

Manyberries, Alta. Range research, dealing with forage and animal husbandry phases.

Morden, Man. Horticulture, field corn investigations, including plant breeding.

Nappan, N.S. Fertilizer formulae, drainage, and cultural methods on dyke lands. Also to a lesser degree, breeding and feeding of livestock of all kinds.

Scott, Sask. Special work on snow utilization in prairie agriculture, methods of establishing grasses and clovers under semi-arid conditions on prairie plains, control of

soil drifting, dual purpose Shorthorns.

Summerland, B.C. Horticulture (largely fruits), dairy cattle.

Sutherland Forest Nursery Station, Sask. Research in windbreak trees and fruits (newly established).

Swift Current, Sask. Drought and rehabilitation problems.

Windemere, B.C. Experimental breeding and feeding work—cattle, sheep, and swine.

The most important series currently issued by the Dominion Department of Agriculture are:

Canada. Department of Agriculture.

Annual Report (Experimental farms and stations)

Bulletin (n.s.), 1-181, 1922-35.

Circular (n.s.), 1- 1922-

Farm News—Press Clip Sheet

Farmers' Bulletin, 1- 1935-

Household Bulletin, 1- 1935-

Pamphlet, no. 1-168, 1928-35.

Progress Reports

Report of the Minister, 1852-53—

Report of the Proceedings of the Prairie Farm Rehabilitation Act, 1935-36—

Reports of the branches and divisions

Technical Bulletin, 1- 1935-

Wartime Production Series, 1-

Canada. Department of Agriculture.

Entomological Branch. *Annual Report of the Forest Insect Survey*, 1938-

Canadian Insect Pest Review, 1- April 1923-

Each station published an annual report up to 1930. Superseded by the *Progress Report*.

Series discontinued.

Popular, shorter than the *Farmers' Bulletins*.

Formerly *Press Copy*.

Complete studies of agriculture and related subjects, vary in length from four or five to one hundred pages. Nontechnical.

Popular. Subjects of interest to the housewife—canning, baking, menus, buying.

Series discontinued.

Since 1930 the reports of the various experimental farms and stations are issued at irregular intervals of from three to five years and called *Progress Reports*.

Annual. An administrative report, with a survey of work done or proposed during the year.

Published as separates as well as in the *Report of the Minister*.

Technical as indicated by title.

Reports 1 and 2 not published.

Monthly.

Canada. Department of Agriculture.
Livestock Branch. *Canadian Record of Performance for Pure Bred Dairy Cattle*, 1-1908- Annual.

Canada. Department of Agriculture.
Marketing Service.

<i>Annual Market Review</i> , 1-	1919-	Monthly.
<i>Cold Storage News Letter</i>		Monthly.
<i>Dairy News Letter</i> , 1-	1919-	Weekly.
<i>Dairy Produce Market Report</i>		Monthly.
<i>Economic Annalist</i> , 1-	Jan. 1931-	Weekly.
<i>Egg and Poultry Market Report</i>		Weekly.
<i>Fruit and Vegetable Weekly Crop and Market Report</i>		Weekly.
<i>Livestock Market Review</i> , 1-	1920-	Weekly.

In 1935 the policy of giving an overall publication number to each document issued was adopted by the Department of Agriculture. The bulletin and pamphlet series were discontinued and the publications divided into four subseries—*Farmers' Bulletins*, *Household Bulletins*, *Technical Bulletins*, and *Circulars*—with a subseries number as well as the general publication number. The *Reports of the Minister* and the *Wartime Production Series* are not included in those given a publication number.

All publications of the department are distributed by the Publicity and Extension Division, Department of Agriculture, Ottawa.

Besides the publications of the Department of Agriculture itself, much valuable statistical material is issued by the Agricultural Branch of the Dominion Bureau of Statistics.

Unfortunately much of the value of this agricultural material is lost because it is unindexed or because librarians have no way of knowing that it exists. Adequate checklists and subject indexes would be a boon to cataloger, reference librarian, and agricultural research worker alike. Until we have them, use of these publi-

cations means wading through hundreds of documents for information, something which few research workers and librarians have the time to do.

Listed below are the checklists and indexes available:

Checklists

Canada. Department of Agriculture. *List of Publications*. (Issued annually, formerly as one of the pamphlet series, now as a separate. Arranged by series but giving the publication number and not the series number, which makes it very awkward to use and quite useless for checking any particular series when cataloged as a series and not under the general inclusive publication number. Not cumulative.)

Canada. Department of Agriculture. *Outline of Series Issued, 1887-1939*. Issued by the Main Library, Department of Agriculture, Ottawa, 1939. Mimeographed. (Reports, periodicals, separates, and some series are not included.)

Canada. Department of Public Printing and Stationery. *Annual Report* (Reports up to 1939-40 contained a list of annual departmental reports and miscellaneous publications, arranged by title, with no cross references. Since 1939-40 this has been omitted.)

Canada. Department of Public Printing and Stationery. *Catalogue of Official Publications of the Parliament and Government*

TABLE I



of Canada. (Issued annually up to 1938-39, which was the last *Catalogue* published. A new edition to be issued this fall. Contains titles and selling prices of official publications sold by the King's Printer, which makes it very incomplete as a checklist. Arranged by striking word in the title. Numerous cross references.)

Canada. Dominion Bureau of Statistics. *Canada Year Book*. Ottawa, King's Printer. (Includes a section listing publications of the Dominion departments. Annual reports of the various stations are listed, also reports of the branches; other publications of the Department of Agriculture are omitted.)

Gregory, Winifred, ed. *List of the Serial Publications of Foreign Governments, 1815-1931*. New York, H. W. Wilson, 1932. (Very out of date but contains the only list of provincial publications in existence, other than the Weston list² for British Columbia and the Library of Congress entries.)

Higgins, Marion V. *Canadian Government Publications*. Chicago, American Library Association, 1935. (Now hopelessly out of date but still essential for work on Canadian government publications. Since its publication major changes in departmental organization have taken place. Lists Dominion government publications only.)

Ontario Library Review. Public Libraries Branch, Ontario Department of Education, Toronto. (Quarterly. Lists Canadian, British Columbia, Ontario, and Quebec government publications. Very incomplete. The section on British Columbia is a reproduction of the provincial library list of British Columbia documents.)

Indexes

Agricultural Index. Indexes all the publications series since 1938. *Annual Reports* are not indexed.

Canada. Department of Agriculture. *Index to Publications of the Federal Department of Agriculture of Canada as Follows: Bulletins, 1-100 n.s.; Pamphlets, 1-100 n.s.; Circulars, 1-70 n.s.; Acts, Orders,*

and Regulations, 1-20. (Pamphlet, no. 122, n.s.) Compiled by the staff of the Main Library. Ottawa, 1930. (An author, subject, and title index for the series indicated. Very brief entry form but useful for the period and series covered.)

Canada. Department of Agriculture. *General Index to Reports and Bulletins of the Experimental Farms of the Dominion of Canada, 1887-1901*. Ottawa, King's Printer, 1902. 194p. (A subject index with good indication of the contents of each publication. Excellent for the period covered.)

Canada. Department of Agriculture. *Index to Entomological Publications of the Department of Agriculture, 1884-1936*, by A. C. E. Petch. Ottawa, 1938. 410p. Issued in three parts. Mimeographed. (The only index of recent date available. Has elaborately planned cross references. Arranged alphabetically under scientific names of insects. Contains 4800 names and 15,000 references. Preceding the index proper are abbreviations used for publications reviewed, a list of publications consulted, a bibliography of authors, and a list of authorities with abbreviations. Unfortunately references listed under any particular insect give no indication of the length or title of the articles. A number of inaccuracies in references have been noted in using the index. Despite these weaknesses, it is a useful tool and a decided advance in the right direction.)

Public Affairs Information Service. Indexes the *Economic Annalist* and the *Quarterly Review of Agricultural Statistics* (formerly *Monthly Review of Agricultural Statistics*).

Provincial Agricultural Documents

The policies of the provincial agriculture departments vary considerably. Some, such as Ontario, Quebec, British Columbia, and Alberta, do considerable research and issue numerous publications. Others, particularly the maritimes, prefer to leave the field of research to the Dominion government and to concentrate on practical advice to the farmer.

² Publications of the Government of British Columbia, 1871-1937, a Checklist, by Sydney M. Weston. King's Printer, Victoria, B.C., 1939.

TABLE II
Provincial Agricultural Publications

	FIELD(S) OF SPECIALIZED RESEARCH	MAIN SERIES PUBLISHED (CURRENT)	COMMENTS ON PUBLICATIONS	DISTRIBUTED BY	PUBLICATIONS LISTS AVAILABLE
Alberta	General, emphasis on weed and insect pests, swine, poultry, the home.	Alta. Department of Agriculture. Annual report 1925-26 (earlier reports under Northwest Territories) Bulletin Circular Joint series (University of Alberta and provincial Department of Agriculture) Leaflet Plans (unnumbered) Separates Alta. University. College of Agriculture. Bulletin (technical) Circular (popular) Extension circular Extension leaflet Mimeographed publications (unnumbered)	Series mainly numbered. General, practical, largely nontechnical. Fairly uniform in size.	Agricultural Extension Service, Department of Agriculture, Edmonton. Extension Department, University of Alberta, Edmonton.	Mimeographed list of publications of the Alberta Department of Agriculture circulars, leaflets and bulletins all numbered consecutively in one series. No dates or authors. Includes only those in print. Annual report, Publications and Statistics Branch, Agricultural Extension Service. Lists new publications each year from 1929 on. Alta. University. Extension Department. <i>List of Agricultural Publications Available for Distribution</i> . 1p. Lists bulletins, circulars, and leaflets in series, giving numbers, titles, and dates. Alta. Department of Agriculture. Extension Service. <i>List of Women's Bulletins and Leaflets</i> . Mimeographed. 1p. Lists bulletins and leaflets of interest to women. No dates or authors.
British Columbia	Honey, dairy, poultry, fruit, livestock.	B.C. Department of Agriculture. Agricultural department circular, no. 1- 1912- Annual report, 1891- Bulletin, no. 1- 1893- Climate of British Columbia. Report, 1927- — Dairy branch. — Dairy circular, no. 1- 1921- — Field crop branch. — Field crop circular, no. 1- 1923- — Field crop stencil circular, no. 1- 1931- — Horticulture branch. — Horticultural circular series, no. 1- 1912- — Livestock branch. — Livestock circular, no. 11- 1931- — Poultry branch. — Poultry circular series, no. 4- 1925- — Statistics branch. — Agricultural statistics report, 15- 1928- (The Department of Agriculture and each of its branches publish numerous separates which are listed in the Weston list.) B.C. University. College of Agriculture. Bulletin, no. 1- 1921-	Numbered series, fairly uniform in size. Practical, technical, and nontechnical.	Department of Agriculture, Victoria.	<i>Publications of the Government of British Columbia, 1871-1927, a Checklist</i> , by Sydney M. Weston. King's Printer, Victoria. 1930. \$2. Serials and separates listed, giving author, title, date, paging, editions, etc., for each number in a series. Provincial library list of <i>Recent Government Publications</i> . Quarterly, cumulated annually. Supplements Weston list and keeps it up to date. Typewritten. The quarterly list is reproduced in the Canadian government documents section of the <i>Ontario Library Review</i> , the annual cumulation is not. Annual report of the Publications Branch, Department of Agriculture, includes a list of printed publications for the year. List of <i>Publications of the Department of Agriculture</i> . Separate, issued annually by the B.C. Department of Agriculture. Printed. Lists only those publications in print. Arranged by subjects, in very abbreviated form.
Manitoba	General.	Man. Department of Agriculture & Immigration. Circular Crop bulletin Manitoba Farmers' Library. Extension bulletin. Separates (some technical) Man. Soil Survey. Soils report, no. 1- 1935- (technical)		Publications Branch, Department of Agriculture, Winnipeg. J. L. Johnston, Esq., Librarian, Provincial Library, Winnipeg.	<i>List of Publications</i> (Man. Department of Agriculture.) 2p. Mimeographed. Lists those in print only. Titles arranged by subject groups. No series, author, date, or page numbers indicated. Manitoba University. <i>List of Faculty Publications, 1924-1927</i> . Contains section on faculty of agriculture publications. Arranged in chronological order of publications for each author under the various departments. Very few government publications included.

TABLE II—Continued
Provincial Agricultural Publications

	SPECIALIZED RESEARCH	FIELD(S) OF RESEARCH	MAIN SERIES PUBLISHED (CURRENT)	COMMENTS ON PUBLICATIONS	DISTRIBUTED BY	PUBLICATIONS LISTS AVAILABLE
New Brunswick	Does not enter field of agricultural research. Feels it is no use duplicating Dominion research.		N.B. Department of Agriculture. Annual report, 1896-97— Leaflet, no. 1— (Poultry branch) Separates	Popular, nontechnical.	Department of Agriculture, Fredericton.	List of Publications of the Department of Agriculture. 1p. Mimeographed. Lists those in print only. No particular order. No series, author, or date. Annual report of the Department of Agriculture occasionally mentions a publication or two.
Nova Scotia	Soil surveys.		N.S. Department of Agriculture. Bulletin, no. 1— 1913— Leaflet, no. 1— 1945— Report, 1886— — Extension division. — — Horticulture division. — Bulletin (Horticulture series), no. 1— 1938—	Practical, popular.	Department of Agriculture, Halifax.	List of Publications (typed) from Department of Agriculture. 2p. Titles only, arranged in subject groupings. No series, author, date, or paging.
Ontario	Soil research (outstanding), poultry, animal nutrition, vitamin content of fruits and vegetables, storage of fruits and vegetables. Poultry, dairy, and disease work carried on by Bacteriology and Dairy Departments of Ontario College of Agriculture.		Ont. Department of Agriculture. Annual report, 1868— Bulletin, no. 3— 1886— Report of the Minister, 1909-10— Soil survey reports — Statistics and publications branch. — Extension circular, no. 1— 1882— Monthly crop report, 1— 1882— Monthly dairy report. Bulletin, no. 1— 1938— (Separate reports of the various agricultural societies and branches are also published. These are also included in the annual report.)	Many technical, some general interest and popular. Bulletins are particularly useful. Bulletins 3-146 were issued as bulletins of the Ontario Agricultural College.	Statistics and Publications Branch, Department of Agriculture, Toronto.	Ontario Library Review includes quarterly list of recent publications. List of Agricultural Bulletins and Circulars (Ont. Department of Agriculture.) 2p. Mimeographed. Lists those in print only. Titles arranged in subject groupings, with bulletin number and date only. Annual report of the Department of Agriculture. Some publications listed, very few. Annual report of Ontario Agricultural College includes List of Publications. Bulletins printed and mimeographed and special articles.
Prince Edward Island	Dairying, poultry, field crops, fur farming.		P.E.I. Department of Agriculture. Annual report, 1901—		Department of Agriculture, Charlottetown.	None.
Quebec	No specialization.		Quebec. Department of Agriculture. Bulletin, no. 1— 1899— Report of the Minister, 1896-97— — Institute of Oka. Notes d'économie rurale La revue d'Oka		Department of Agriculture, Quebec City.	None, except the Publications of MacDonal College Journal Series, and the printed list of MacDonal College study pamphlets.
Saskatchewan	No specialization.		Sask. Department of Agriculture. Annual report, 1907— (includes reports of various branches) Annual report of the Commissioner of Co-operation and Markets, 1913-14— Bulletin, no. 1— 1906— Co-operation and markets news (monthly) Circular Crop report, no. 1— Leaflet Stencil Standard descriptions	Popular. Large number of unnumbered separates.	Statistics Branch, Department of Agriculture, Regina. Extension Department, University of Saskatchewan, Saskatoon.	List of Publications of the Department of Agriculture. 1p. Mimeographed. Lists those titles in print only, by series. Frequently no series number given. No author, date, or paging.

Table II, showing specialized fields of research, publications issued, distribution agencies, and lists available, was compiled after correspondence with the various provincial departments, consultation of available lists, checking our Library of Congress catalog and files of provincial documents. No claim of completeness is made for the table; it represents merely those series known in this library.

Publications lists of the provinces give only those documents in print; frequently these are titles only and listed in subject groups with no indication as to whether or not they belong in any series. The only really complete checklist is the Weston list for British Columbia. Writing to the departments for information and publications has not been found very satisfactory, and mailing lists are not to be depended on. At present, considering the amount of work necessary to collect these files and the general nature of the publications issued, it is doubtful whether an attempt to build up files of provincial documents is justified. Ontario, British Columbia, and possibly Alberta and Quebec are exceptions to this, as are certain isolated series of a technical nature such as soil reports. Personally I feel it is questionable whether checklists are justified in the case of most of the provinces.

Attention of agriculturalists has recently been given to the problem of federal and provincial documents at a meeting of the Extension Group of the Canadian Society of Technical Agriculturalists. Their *Survey Dealing with the Preparation, Publishing, and Distribution of Agricultural Bulletins, 1942*, of which a typed copy has been received, reaches certain encouraging conclusions. Attention is given to Dominion-provincial cooperation, mailing lists, and general make-up of

bulletins. No mention, however, is made of lack of series numbering or of adequate indexing and listing.

To make Dominion and provincial documents truly usable we need:

1. Checklists and indexes for the cataloger, reference librarian, and research worker
2. Numbering of series, even if only mimeographed
3. Attention to uniformity of size
4. Improved distribution of provincial documents
5. Increased cooperation between federal and provincial departments.

Some specific tools required for effective use of Canadian agricultural documents are:

1. An index of publications of the Canadian Department of Agriculture, modeled on the United States Department of Agriculture *Index to Publications*
2. A similar index to provincial agriculture publications, either included in the above or issued as a separate
3. A checklist of Canadian government publications (including agriculture) similar to the *Document Catalog*
4. Checklists of provincial publications similar to the Weston list for Ontario, Quebec, and Alberta
5. A complete revision of Higgins' *Canadian Government Publications*.

Most of these projects would require a subsidy to cover cost of research and publication. Some, on the other hand, could be done as research projects by librarians doing graduate work—for example, the index to provincial publications could be done in nine sections, one for each province, by a librarian from that province. While such an arrangement would be far from ideal it would at least be a start. Checklists for the various provinces could be done in the same way.

(Continued on page 74)

The College Library as Publisher

As librarian of Colby College, Mr. Rush has recognized and used the opportunity to experiment with an interesting aspect of library publishing.

ONLY nine college libraries are active as publishers.¹ This is a relatively small number when one considers the hundreds of college libraries in the United States and the wealth of material deposited in these which if known would be of immense value to scholars and students.

Perhaps a rather detailed account of the publishing done by the Colby College Library during the past seven years, demonstrating what a library can do in making known the wealth of its special collections with little or no actual expense to the library, might be of interest to other libraries.

Our first such undertaking was in 1936 when the library staff felt that its Thomas Hardy collection had grown to such an extent that a checklist of the collection would be of value to librarians, teachers, and students. Through the cooperation of the college treasurer, the college financed the publication of two hundred copies which sold for one dollar and fifty cents each. After the publishing arrangements were completed, we prepared a mailing list of some five hundred libraries and Hardy students whom we thought might be interested in owning a copy. A one-page printed announcement was mailed out to

these five hundred prospects. The book was copyrighted, and an announcement of the publication was listed in the *Publishers' Weekly*. Also some local publicity was made of our new venture in several of the newspapers in the state. By the end of the first year, these announcements brought requests for some one hundred twenty-five copies. At this time orders had almost entirely ceased to arrive, so a follow-up letter was mailed to those on the original mailing list from whom we had not yet received orders. This time a mimeographed letter was sent. The entire two hundred copies were completely sold out within four years after publication, and the college treasurer had been reimbursed for the original outlay. It was evident from the number of libraries buying the checklist that libraries found it a useful reference volume.

Our next bit of printing was a two-page invitation to an exhibition of Thomas Hardy material held in the Colby library from June 6 to June 21, 1937. In this instance the printing cost was assumed by the college with no expense to the library. In addition to this the Colby chapter of Phi Beta Kappa financed the printing of one hundred fifty copies of a four-page souvenir program, a striking feature of which was a facsimile of the manuscript of Hardy's poem *To Shakespeare*. In almost any college town there are to be found similar organizations which are willing to help finance such worth-while projects. The library financed the print-

¹ Dwyer, R. F., comp. "Directory of Publishers." *Cumulative Book Index*, 1942, p. 1239-68.

ing of two hundred copies of a sixteen-page catalog describing the two hundred items on exhibit. Colby had been receiving regularly many items on an exchange basis, but up to this point there was nothing to offer in exchange, so the library felt justified in undertaking the publication of this catalog. The response from the libraries receiving the catalog as an exchange and from the publicity received from it, led us to repeat the experiment. On May 7, 1938, commemorating Robert Browning's birthday, we published an eight-page catalog describing a Browning exhibit held in the library. The following month we issued a twelve-page catalog entitled *A Jekyll and Hyde Exhibition of Books by and about T. J. Wise in the Colby College Library*. Copies of these catalogs were sent to the editor of the book review section of the *New York Times*. Considerable space in the rare book department was devoted to them. In connection with the library's exhibition celebrating the one hundredth anniversary of the birth of Thomas Hardy, we published a sixteen-page catalog describing the items on display, copies of which were sent to the libraries with whom we enjoy exchange relations.

In 1939 an unusually good addition to our Thomas Hardy collection was received from the library of Miss Rebekah Owen. In order to make this material known to Hardy students elsewhere, a ninety-five-page monograph was issued. Again we were successful in getting the cooperation of the college treasurer. Two hundred copies were issued at one dollar each, and early in 1941 the book was sold out.

In the autumn of 1939 the library tried a new scheme of meeting the printer's bill for exchange items. In October of that

year we exhibited what seemed to us an unusually good Robert Frost exhibition. This was written up so that it would make desirable news for the college paper and at the same time merit being sent to libraries, students of Frost, and collectors. The college paper accepted the article, and we had several reprints made before the type had been disbursed. The cost of these reprints, which were used as exchanges, amounted to very little.

By this time we had begun experimenting with new schemes for paying the printer's bill. The two which we tried the following year were both successful. We issued in book form for the first time two of Thomas Hardy's short stories under the title *Revenge Is Sweet*. They appeared in three different printings. The twenty-five numbered copies of the first edition sold at fifteen dollars to collectors and libraries wishing first editions. The second and third printings were for exchange purposes. The demand for copies of the first edition was much more than we had expected; they were all sold within a short time, thus paying the cost of printing all editions.

As a usual thing, it may not be wise for a college library to go beyond its own resources when publishing. Here again, however, friends may be gained as well as valuable publicity for the library. Twice we have undertaken such a venture, but in both cases it was for the purpose of obtaining material in a permanent form for our own special collections. The work in preparing the material for publication required very little time of the library staff. Our first such undertaking was *A Descriptive Catalog of the Grolier Club Centenary Exhibition, 1940, of the Works of Thomas Hardy, O.M., 1840-1928*. This eighty-page catalog was prepared by

a member of the Grolier Club but was financed entirely by Colby College. However, not knowing just how the catalog would be received by libraries and in order to get the college treasurer to advance the money for the printer's bill, it was necessary to receive a written assurance from two of the Grolier Club members that they would meet any deficit that might occur. On that basis we published four hundred copies and have sold over two hundred and fifty copies at one dollar and fifty cents each. This has paid for the publishing.

In connection with our Thomas Hardy exhibit commemorating the fiftieth anniversary of the publication of *Tess of the D'Urbervilles*, we published a sixty-two-page illustrated catalog. From the newspaper publicity alone given to this exhibition, the library has completely sold out the two hundred copies which it had printed at one dollar each. Not only the local papers but also New York and Boston papers have carried many articles favorable to our publications. The *New York Times* twice devoted nearly a whole page in its book review section to this particular publication, and the *London Times Literary Supplement* gave it a full column on the front page. We sold copies to three foreign countries and have been unable to fill dozens of orders.

The library published (for exchange purposes) on Jan. 11, 1942, an eight-page pamphlet in connection with Colby's William James Centenary Exhibition.

The demands for *Revenge Is Sweet*, our first attempt at reissuing Hardy stories, led us to reissue two other little-known Hardy items, *The Thieves Who Couldn't Help Sneezing* and *Maumbury Ring*. The latter had never before been published in book form and had never been pub-

lished in America in any form. These two books were published by us in 1942 at two dollars each. They both received commendation in the *New York Times Book Review* section and were sold out within a few months.

Up to this point we had not really undertaken any big printing jobs—that is, big in a financial way. The largest one was the Grolier catalog, the cost of which was guaranteed by certain members of the Grolier Club. This time we wanted to publish a centenary bibliography of Hardiana. The cost of printing one hundred fifty copies of this two hundred seventy-six-page book amounted to five hundred dollars and was paid out of the library's budget. Up to this point, we had more than broken even on all of our publications, so we decided to swing it ourselves. It took us only a short time to reimburse the library and in less than a year the entire one hundred fifty copies had been sold at five dollars apiece, netting the library a neat little profit. This was put aside for the use of future publications. Again considerable space was received in the *New York* and *London* papers.

By this time we were convinced that libraries and scholars were finding most of our publications of some interest and value. Lawrence C. Wroth devoted most of his column on "Notes for Bibliophiles" in the June 27, 1943, issue of the book review section of the *New York Herald Tribune* to the Colby library publications.

In order to make available in printed form more such information from and about the rare materials in our library, it seemed advisable to us to issue a regular quarterly bulletin. Thus, the *Colby Library Quarterly*, backed financially by the Colby Library Associates, made its first appearance in January 1943. Again we

took advantage of issuing a reprint for exchange purposes. This time it was *A Tennyson Exhibition* from the first number of the *Colby Library Quarterly*.

This year in commemoration of the birth of Henry James we issued for exchange purposes an eight-page pamphlet containing a list of the first editions of Henry James in the Colby library and a genealogical chart showing the various connections of the James family with Colby College.

We have just published a volume of Edwin Arlington Robinson letters to Howard Schmitt, printed by the Southworth-Anthoensen Press of Portland, Me. We were able to issue this volume at a reduction for all prepublication orders.

One of our next experiments will be in the bibliographical field. We hope to have ready for the printer early in 1944 a bibliography of the writings of Rufus M. Jones, who is a native of Maine and is "the greatest spiritual philosopher living in America since William James."

In becoming a publisher it is not neces-

sary to own a press; the local printer may be able to handle the job. However, unless the local printer is an exceptionally good one, it will pay in the long run to do business with a well-established firm even if you have to go quite a distance to obtain the services desired.

It should be a pleasure and certainly will pay dividends for any library if the librarian sees to it that occasionally some information is prepared regarding treasures which can be passed on to other institutions, scholars, research students, book collectors, etc. This does not mean that the library staff should do the actual work in preparing the material for the press, but they should be responsible for having it done. The library staff knows who of the college faculty are interested and capable of doing the actual editing. Their job is to get these people to do the work. The librarian should be a good judge of whether or not the material is really worthy of passing on to other institutions and know which institutions and individuals are apt to be interested in the material.

Canadian Agricultural Documents

(Continued from page 70)

Bibliography

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Canada. Department of Agriculture. *Directory of Organization and Activities of*

the Dominion Department of Agriculture. Ottawa, King's Printer, 1939. 32p.

Canada. Department of Agriculture. *Fifty Years of Progress on the Dominion Experimental Farms, 1886-1936*. Ottawa, King's Printer, 1939. 158p.

Canadian Society of Technical Agriculturists. Extension Group. *A Survey Dealing with the Preparation, Publishing, and Distribution of Agricultural Bulletins*. 1942. Typewritten.

(Annual reports of the Department of Agriculture for the Dominion and for each of the provinces were also consulted. Checklists and indexes already listed have not been included in the bibliography.)

Senior College Libraries for Negroes in Texas

Mr. Baker's position is that of librarian at the Prairie View State Normal and Industrial College, Prairie View, Texas. This report represents his part in a survey of senior colleges for Negroes in Texas, which was made in March 1943.

IT IS THE PURPOSE of this article to discuss briefly the status of the libraries serving the college community of each of the eight senior colleges for Negroes in Texas.¹ Six of the colleges are privately supported; the other two are supported by public funds. Further information in this connection may be found below under the heading "Sources of Support."

Prairie View State College is the only institution in the group offering work on the graduate level. Its graduate program was started during the summer of 1938.

Funds

The program of the administrative officers of a college for developing the college library may be gauged, in a large measure, by the amount and constancy of financial support given that library from the current institutional budget. To determine these two factors for the colleges surveyed, library expenditures for them were studied from two points of view. First, an at-

tempt was made to discover the amount of money spent for new books and for periodical subscriptions for each of the years in a five-year period. Second, library expenditures per student for each college were investigated for a single year.

Budgets. Only one college in the group, Prairie View State College, at present sets up an annual budget for the library. That is, only one librarian knew at the beginning of the year that a definite amount of the institutional funds had been earmarked for library purposes. Therefore, only one librarian reported that expenditures for the library could be definitely scheduled at the beginning of a new year. It was discovered that all orders and financial matters of the library, in each case where there is no library budget, are handled at the business office of the college involved.

Expenditures for Books. The record of expenditures for new books at each of the eight colleges is shown in Table I. This table shows, in addition to the expenditures for periodicals, the amount spent for new books by each college for each year in a five-year period. It also shows the total amount spent by each college during the entire period and the average annual expenditures. Figures for Jarvis Christian College were available for only four years.

It will be noted that in some cases the

¹ Following is a list of these colleges: Bishop College, Marshall; Houston College for Negroes, Houston; Jarvis Christian College, Hawkins; Prairie View State College, Prairie View; Samuel Huston College, Austin; Texas College, Tyler; Tillotson College, Austin; and Wiley College, Marshall.

yearly expenditures are fairly constant as to amounts. This indicates a definite and systematic policy of library support. In other cases expenditures are fairly constant for several years; then they shoot sharply downward or upward. This tendency is also shown in reverse.

year, does the expenditure approximate what acceptable library authorities consider an adequate annual expenditure for books. This is true even when the variations upward are sharpest.

It has been discovered that the prevailing norm in annual library expenditures

TABLE I
Expenditures for Books and Periodicals during the Period 1936-41^a

Libraries		1936-37	1937-38	1938-39	1939-40	1940-41	Total	Annual Average ^d
Bishop College	Books	481.01	790.18	579.28	1296.99	254.38	3401.84	680.37-
	Periodicals	65.15	101.45	186.75	133.70	180.10	667.15	133.43
Houston College for Negroes	Books	843.44	717.12	902.18	663.28	822.79	3948.81	789.76+
	Periodicals	—	191.50	186.30	210.70	216.57	805.07	201.27-
Jarvis Christian College ^b	Books	—	681.12	500.00	213.90	2574.30	3969.32	992.33
	Periodicals	78.81	—	84.05	83.30	204.24	450.40	112.60
Prairie View State College ^c	Books	1087.66	1064.20	1671.32	1456.89	666.86	5946.93	1189.39-
	Periodicals	429.80	487.75	519.20	527.65	801.58	2765.98	553.20-
Samuel Huston College	Books	467.02	1315.16	543.21	578.53	830.93	3734.85	746.97
	Periodicals	140.50	133.90	202.50	204.93	317.62	999.45	199.89
Texas College	Books	1722.54	500.00	725.88	720.00	725.00	4393.42	878.68+
	Periodicals	311.82	325.00	327.00	340.00	339.00	1642.82	328.56+
Tillotson College	Books	476.49	589.00	233.51	853.00	853.38	3005.38	601.08-
	Periodicals	218.60	205.00	210.75	274.00	274.00	1182.35	236.47
Wiley College	Books	1050.00	150.00	1050.00	1100.00	822.93	4172.93	834.59-
	Periodicals	215.00	200.00	215.00	245.00	250.00	1125.00	225.00

^a Figures from the *Texas College Examiner* with exceptions as indicated.

^b Figures from 1936-39 from the business manager of the college.

^c Figures from the librarian's reports.

^d Not very significant in cases where sharp variations in individual items occur.

A sharp variation downward may indicate that library money, during the year when the variation occurred, had to be spent for things other than new books. A sharp variation upward may indicate that financial gifts for books were received during the year of variation.

In no case here represented, for any

for books and periodicals is \$6500. This is the standard maintained by colleges found giving their students effective library service.² When we add the expenditures made for books to those made for periodical subscriptions in the colleges con-

² Randall, William M., and Goodrich, Francis L. D. *Principles of College Library Administration*, p. 219.

sidered in this survey, for any selected year, we find none approaching the norm in this respect.³

The norm cited above is for the so-called "good" college library. The expenditures for books and periodicals in the "average" college library total up to \$3500.⁴

Expenditures for Periodicals. As indicated above the amounts and trends in ex-

tions and that the average college library maintains only 215.⁶ The college libraries under study here do not yet deserve to be ranked as average in this matter.

Expenditures per Student. Looking at standards again, Randall and Goodrich found that the good college library makes a total annual library expenditure of \$32 per student. They also found that the average library spends \$17.42 per student

TABLE II
Library Expenditures per Student, 1940-41

	Total Library Expenditures ^a	Enrolment ^d	Per Student
Bishop College.....	\$1565.30	358	\$ 4.37+
Houston College for Negroes.....	2439.20	386	6.32-
Jarvis Christian College.....	3569.13	540	6.61-
Prairie View State College.....	8095.98 ^b	1108	7.30+
Samuel Huston College.....	2493.85	245	10.18-
Texas College.....	3056.59	183	16.70+
Tillotson College.....	3228.00 ^c	360	8.96+
Wiley College.....	3759.50	555	6.77+

^a Figures from the *Texas College Examiner* with exceptions as indicated.

^b Figures from the librarian's report.

^c Figures from the *American Library Directory*, 1942.

^d Figures from the *Texas College Examiner*.

penditures for periodicals during the period under observation are shown in Table I. No figures were available for Houston College for Negroes in 1936-37 and for Jarvis Christian College in 1937-38.

It is interesting to note that each year, with a few exceptions, reading from left to right, each college increased its expenditures for periodicals. This is a trend in the right direction. However, all colleges fall below the accepted standard for good college libraries in the number of periodical subscriptions maintained.⁵ Randall and Goodrich discovered that the best college libraries maintain some 315 subscrip-

annually.⁷ It should be remembered, however, in the interest of good library support, that there is a point below which the enrolment must not fall if a per-student norm is to be used to measure excellence. That is to say, where the student enrolment is too small for a library to be supported adequately when the college adheres to the per-student norm, a larger expenditure should be made. The colleges whose libraries Randall and Goodrich found good had an average enrolment of 565 students each.⁸

The total 1940-41 expenditure per student for each library being considered is

³ See Table I.

⁴ Randall and Goodrich, *op. cit.*, p. 219.

⁵ See Table IX for paid subscriptions maintained.

⁶ Randall and Goodrich, *op. cit.*, p. 216.

⁷ *Ibid.*, p. 218.

⁸ Randall and Goodrich, *op. cit.*, p. 219.

shown in Table II. This table shows, for the year chosen, the total library expenditure and the total library expenditure per student for each college. One library approaches the "average" status in this respect and a second one makes a fair showing. The others are definitely poor.

Sources of Support. All libraries here presented are supported from the institutional funds of the colleges they serve.

poses. The eighth makes a better showing on paper but shows up poorly when its program is investigated.

Six of the colleges here investigated receive their financial support from church sources. The other two receive their support from public funds, one from a city and the other from the state. The public supported institutions should be more fortunate in financial matters, but such is

TABLE III
Relation of Total Library Expenditures to Total College Expenditures, 1940-41

Institutions	Total College Expenditures 1940-41 ^a	Total Library Expenditures 1940-41 ^b	Per cent of College Expenditure
Bishop College (Church)	\$ 87,015.53	\$1565.30	2+
Houston College for Negroes (Municipal)	16,903.96	2439.20	14+
Jarvis Christian College (Church)	140,853.06	3569.13	2.5+
Prairie View State College (State)	694,386.77	8095.98	1+
Samuel Huston College (Church)	49,302.66	2493.85	5+
Texas College (Church)	140,853.06 ^c	3056.59	2+
Tillotson College (Church)	98,277.17	3228.00	3+
Wiley College (Church)	146,093.26	3759.50	2.5+

^a Figures from the *Texas College Examiner* except those for Prairie View State College. Figures for Prairie View State College are from the college report.

^b Include salaries, books, periodicals, supplies, etc.

^c Figures from the business manager.

Occasionally, they may receive small financial gifts to be used for library purposes. And some of them have received small grants, say from \$1500 to \$4500, from philanthropic agencies for library purposes. Nevertheless, their main and steady support comes from institutional funds in each college.

Table III shows, for each college, total college expenditures, total library expenditures, and the relation of total library expenditures to total college expenditures during 1940-41.

It is not necessary to point out that seven of the colleges spent extremely small sums during that year for library pur-

not the case. The municipal college is extremely poor and the state supported college spent during that year about half of what is actually required for its program. Moreover, approximately two thirds of what was spent by this college was not appropriated by the state.

These facts shed light on the library expenditures discussed here.

Library Staffs

Excellence in library service depends, in a great measure, upon the character and quality of the staff. This important factor is too often only partially provided for.

Table IV shows the number of staff

members with professional training employed by the libraries in these colleges. It also shows the number of clerical and part-time assistants employed.

Six colleges each have one library staff member with professional training. One of these six also has two workers on its staff with subprofessional training. Another college library in the group has three staff members with professional training. Still another library has one full-time staff member, and that staff member has only subprofessional training. However, the writer happens to know that this library usually has a professionally trained librarian.

Library staffs, professional, subprofessional, clerical, and part-time, should vary in size according to the character of certain prevailing factors. Some of these factors are: size of student body, size and arrangement of the library quarters to be supervised, qualifications and demands of the faculty, prevailing methods of instruction in the institution, and the rate of growth of the library. It is too often felt that the library staff can and should render efficient and effective service with half the personnel it needs.

Accepted minimum standards on the number of professionally trained library staff members required for certain situations are listed below. They are quite applicable to the libraries under consideration.

Seven for four-year teachers colleges of 1500-2000 students.

Two for 400 students or less.

Four for 400-800 students.⁹

According to these standards, Houston College for Negroes, Jarvis Christian College, and Samuel Huston College should

each have two professionally trained librarians on their staffs.¹⁰ Bishop College, Texas College, Tillotson College, and Wiley College should have four each; and Prairie View State College should have four plus.

Equipment

In this section discussion, in the main, will be limited to reader capacity, book capacity, and book and periodical holdings.

In securing information on reader capacity and book capacity no attempt was made to gather data on the measurements of the entire library suite of rooms. Instead, it was decided to attempt to determine the adequacy of the space set aside for readers alone and the adequacy of the space used only for housing books. However, something should be said first about the location of the libraries on the college campuses.

Two of the colleges have library buildings and these are used exclusively for library purposes. The others are housed in buildings that are used for other purposes as well. At Bishop College the library occupies the first floor of the science hall. The library at Houston College for Negroes is in the combined administration and academic building, first floor; at Jarvis Christian College, in the academic building; at Prairie View State College, on the third floor of the education building; at Samuel Huston College, on the main floor of the administration building. At Tillotson College the library proper is on the first floor of the administration but there are also two stack rooms in the basement of the building.

Reader Capacity. A mathematical analysis and interpretation of the reader capacity of each library may be found in

⁹ Milam, C. H. "Suggestions for Minimum College Library Standards." *College and Reference Library Yearbook* 2:91, 1930.

¹⁰ Based on enrolments for 1941-42.

TABLE IV
Size and Character of Library Staffs

Libraries	Workers			
	Professional	Subprofessional	Clerical	Part-Time ^a
Bishop College		1		12
Houston College for Negroes	1			4
Jarvis Christian College	1			9
Prairie View State College	3		1	7
Samuel Huston College	1			— ^b
Texas College	1			7
Tillotson College	1			6
Wiley College	1	2		6

^a Student assistants.

^b No information received.

Table V. This table shows, for instance, that the total reading room space at Prairie View State College consists of 1968 square feet; that 190 readers can be accommodated at one sitting; that 190 readers constituted 14 per cent plus of the total college enrolment as of 1941-42; and that those 190 readers should occupy 4750 square feet of space when comfortably

seated. The table further shows that the readers in this library are seriously cramped when a capacity crowd is present, for in the last column it is shown that there is need for 2782 additional square feet of space for those the library accommodates.

The cramped condition at Prairie View State College can only be relieved by ex-

TABLE V
Reader Capacity

Institutions	Reading Room Floor Area in Square Feet	Enrolment, 1941-42	Readers Accommodated	Per cent Accommodated	Space in Square Feet Required for Readers ^a	Additional Space Needed in Square Feet
Bishop College	1272	452	90	19+	2250	1000
Houston College for Negroes	645	400	36	9	900	255
Jarvis Christian College	4941 ^b	181	96	53 ^b	2400	None? ^b
Prairie View State College	1968	1329	190	14+	4750	2782
Samuel Huston College	1344	310	80	25+	2000	656
Texas College	1862	449	104	23+	2600	738
Tillotson College	1344	584	70	12-	1750	406
Wiley College	3645 ^c	420	106	25+	2650	None

^a At twenty-five square feet per reader.

^b This college uses its auditorium as a reading room.

^c Circulation equipment (desks, trucks, etc.) occupies the center of the room.

panding the library to other classrooms in the building or through the erection of a suitable library building. Librarians in three of the remaining libraries, handicapped by inadequate seating space, have come to a similar conclusion. In the fifth and final situation only the erection of a

however, according to the demands of the situation.¹¹

Book Capacity. Table VI analyses and interprets the book capacity of the stack room or rooms in each library. It shows that at Bishop College 759 square feet of library space are used for housing books.

TABLE VI
Book Capacity

Institutions	Space Available in Square Feet for Housing Books	Book Capacity of Available Space ^a	Books in Library 1941-42	Possible Additions in Volumes
Bishop College	759	11,385	15,902	Congested
Houston College for Negroes	580	8,700	7,601	1,099
Jarvis Christian College	1365	20,475	8,359	12,116
Prairie View State College	966	14,490	15,578	Congested
Samuel Huston College	576	8,640	9,957	Congested
Texas College	677	10,155	8,922	1,233
Tillotson College	1616	24,240	18,853	5,387
Wiley College	2610	39,150	17,486	21,664

^a 15 books per square foot.

suitable library building can relieve this condition.

Only two libraries could seat 25 per cent of their student enrolments during 1941-42. At that time, however, the enrolment of one of these was below the yearly average for that college. One other college comes close to the 25 per cent standard.

There are authorities who propose that a library should seat more than 25 per cent of its student enrolment at one sitting. They advise that 30 per cent should be the minimum standard and that it would be quite sound to prepare to seat from 40 to 75 per cent of the student body at one time. This should be regulated,

This space will hold 11,385 books, using fifteen books per square foot as a standard.¹² Bishop College reported a book collection of 15,902 volumes in 1941-42. This means that the stacks must now be congested. This is true for two other colleges in the survey, also.

Four libraries represented still have space for additional volumes. Their rate of growth will determine how long this condition will prevail.¹³

The book collections in four of these libraries are extremely small. The others

¹¹ Gerould, James Thayer. *The College Library Building*, p. 29; Hanley, Edna Ruth. *College and University Library Buildings*, p. 12.

¹² Gerould, *op. cit.*, p. 66.

¹³ See Table VII, column 7.

TABLE VII
Book Additions during the Period 1936-41^a

Institutions	1936-37	1937-38	1938-39	1939-40	1940-41	Total	Yearly Average
Bishop College	—	250	495	727	434	1906	476+
Houston College for Negroes	—	449	21	702	1224	2396	599
Jarvis Christian College			No Figures Available				
Prairie View State College	769	1191	665	554	870	4049	810—
Samuel Huston College	—	307	309	349	700	1665	416+
Texas College ^b	230	45	318	163	272	1028	206+
Tillotson College	1364	1322	811	575	1105	5177	1035+
Wiley College	375	50	858	445	699	2427	485+

^a Figures from the *Texas College Examiner* with exceptions as indicated.

^b Figures from the librarian's report.

are somewhat better, but all are too small to promote the types of programs these schools have adopted for themselves. Dr. Bishop, whose many years of wide, varied, and fruitful library service make him an eminent authority in the matter, says:

A well-selected library of 50,000 volumes will perhaps suffice for the needs of sound teaching in a college of not over

500 students. This number does not include duplicates. . . .¹⁴

Judging by this criterion, the book collections under consideration are far from being adequate no matter how well selected.

The record shows that only one library has maintained a steady program of magazine binding over the years.

Circulation figures for 1940-41 are shown in Table VIII. Some of the libraries have had a rather heavy circulation per student. It should be understood, however, that these figures represent "total" circulation. They include both inside and outside circulation.

Samples of Collections. All colleges, by their own statement, send from 75 to 95 per cent of their graduates into the teaching profession. Since this is true, the libraries in these institutions should be well equipped to facilitate preparation for teaching. Therefore, it was deemed wise to sample each library's holdings in the field of education. It is realized, however, that prospective teachers should

TABLE VIII
Circulation per student during 1940-41

Institutions	Enrollment 1940-41	Total Circulation 1940-41 ^a	Per Student
Bishop College	358	19,784	55+
Houston College for Negroes	386	—	—
Jarvis Christian College	540	—	—
Prairie View State College	1108	95,451	86+
Samuel Huston College	245	25,000	102+
Texas College	183	26,534	144+
Tillotson College	360	9,595	26+
Wiley College	555	32,400	58+

^a Figures from the *American Library Directory*, 1942.

¹⁴ Bishop, William Warner. "The Contribution of the Library to College Teaching." *Library Journal* 54:254, Mar. 15, 1929.

know something more than education as a subject.

To facilitate the sampling procedure checklists were drawn up, one for education books and one for education periodicals. To test for recency in books the

This study has revealed that the libraries investigated are generally inadequate, measured by accepted library standards. Inadequacies uncovered include, in varying degrees, meager funds, undersized staffs, cramped quarters for housing books

TABLE IX
Sample Holdings^a

Institutions	Education Books			Education Periodicals			All Periodicals	
	Number in Library	Number Held from Check-list ^b	Percentage of Holdings	Number in Library	Number Held from Check-list ^c	Percentage of Holdings	Total Paid Subscriptions Received 1942-43	Number of Bound Periodicals in Library, 1942-43
Bishop College	473	30	19+	37	8	19+	88	28
Houston College for Negroes	509	42	27+	20	16	38+	65	220
Jarvis Christian College	284	23	15-	22	22	52+	107	40
Prairie View State College	1719	74	48+	27	27	64+	166	1399
Samuel Huston College	350	34	22+	28	10	24-	77	10
Texas College	551	31	21-	15	14	33+	68	83
Tillotson College	764	49	32-	14	14	33+	114	14
Wiley College	1063	46	30-	9	9	21+	76	189

^a Figures from the librarian in each college.

^b There are 154 titles in the checklist.

^c There are 45 periodicals in the checklist.

Shaw list for 1931-38 was used.¹⁵ To test for quantity and quality in periodicals the periodical list of the Southern Association of Colleges and Secondary Schools was employed.¹⁶

After the checklists were arranged they were submitted to each library represented in the survey for checking. Reports were received from all libraries and the results are shown in Table IX.

¹⁵ Shaw, Charles B. *A List of Books for College Libraries, 1931-38*, p. 47-58.

¹⁶ Southern Association of Colleges and Secondary Schools. Commission on Institutions of Higher Education. *The Classified List of Periodicals for College Libraries*, p. 4-5.

and readers in several libraries, small book collections, and small subscription lists. It should be stated here, however, that these library conditions do not represent the attitudes of the college administrations involved. Moreover, each library here represented, though greatly handicapped, has courageously and resolutely accepted the responsibility of serving its public in peace and war. Nevertheless, despite the good intentions of the college administrations and the fortitude and devotion of the library staffs, these college libraries need better financial support.

McDiarmid Succeeds Walter at Minnesota

Errett Weir McDiarmid began residence at the University of Minnesota on September 1 as university librarian and director of the division of library instruction.

DR. McDIARMID was graduated from Texas Christian University in 1929. During his second year there a college librarian saw promise in the young sophomore, invited him to join his staff, and continued him in a part-time capacity until he finished his work for the master's degree four years later. It was during these four years and under this friendly tutelage that the idea of a career as librarian took shape in Weir McDiarmid's mind. Awarded a Julius Rosenwald scholarship in 1930-31, he received from Emory University the A.B. in Library Science in 1931. Following a summer at the Detroit Public Library, he went to the Graduate Library School of the University of Chicago, where he received the degree of Doctor of Philosophy in 1934.

After three years as librarian of Baylor University, he was called to the University of Illinois as a member of the faculty of the library school. That was in 1937. He rose in rank rapidly from associate to assistant professor and finally to associate professor. In 1941-42 he served as chairman of an instruction committee, in which capacity he had direct responsibility for administering all phases of the work of the library school with the exception of placement. His teaching had been mainly in the field of library administration, and his



ERRETT WEIR McDIARMID

handling of the administrative responsibilities with which he was entrusted temporarily proved so effective that he was appointed assistant director of the school. The duties of this responsible post he carried with ease but energetically and with large understanding. He provided a quality of leadership which, if cut short at Illinois, affords assurance to the profession and to the University of Minnesota that the bright mantle of Frank K. Walter falls, as it deserves to fall, on capable shoulders.

Dr. McDiarmid's interests were varied.

Some of his colleagues at Illinois came to know him through the local chapter of the A.A.U.P. (which made him its secretary); others by meeting him in tennis tournaments or by reading about the finals in the local newspaper. Partly as a result of these and other interests, partly as a result of a friendliness that is deep and strong, he was widely known and respected among his colleagues throughout the university.

Dr. McDiarmid is recognized as belonging to the scholarly group of younger librarians. He has been a frequent contributor to library publications. The American Library Association published his work entitled *The Library Survey* in 1940. A more recent study, done in collaboration with his brother, John McDiarmid, is to appear this fall as a joint publication of the American Library Association and the University of Illinois Press. This is a study financed by a grant from the Carnegie Corporation and is to be entitled "The Administration of the American Public Library."

Extramural Responsibilities

His interest in the general problems of the library profession has brought him numerous extramural responsibilities. In 1937-38 he served as chairman of the

A.L.A. Bibliography Committee. Since 1939 he has been chairman of the A.L.A. Constitution and By-Laws Committee. In 1939-40 he served as a member of the important A.L.A. Third Activities Committee. From 1940-42 he was a member of the Committee on Reorganization of the American Association of Library Schools.

Readers of *College and Research Libraries* knew him first as its assistant editor, beginning in 1941, and later as its managing editor. In this latter capacity, he has been in direct charge of the journal, handling all phases of the work from creating articles to superintending the progress of copy through the press. His relinquishment of the managing editorship was announced in the September issue of *College and Research Libraries*. This is a loss to the journal, one which all those who know how much Weir McDiarmid has put into the managing editorship look upon with real regret. His going to Minnesota dissolves an editorial partnership with a record of only one case of disagreement. That was over the question of including the present article in the September issue of this journal. "Mac" won.

CARL M. WHITE
and EUNICE C. MOHR

East

The papers of Booker T. Washington have been presented to the Library of Congress by the trustees of Tuskegee Institute. The collection contains approximately 180,000 pieces and is regarded by scholars as perhaps the richest and most important source of information on the history of the Negro.

An important addition to the library of the School of Fine Arts of the University of Pennsylvania is the bequest from the estate of the late Charles Louis Borie of a number of works dealing with medieval manuscripts and the early history of the book. This acquisition fills one of the important gaps in the material dealing with medieval art in the University of Pennsylvania Libraries.

Pennsylvania State College has acquired, partly by gift and partly by purchase, some five thousand volumes which are to be known as the Robert H. Hay Collection. They include works of British and American authors, with emphasis on Hawthorne, and first editions and rarities relating to literature, religion, travel, art, folklore, and American history. Books to which noted illustrators have contributed are numerous among them, as are titles dealing with experimental colonies, superstitions, and witchcraft.

The Roosevelt Memorial Association of New York has donated to the Harvard College Library its collection of eleven thousand books and eight thousand photographs and cartoons relating to Theodore Roosevelt. As soon as the collection has been integrated with the recent American history collection at Harvard, it will be available for the use of scholars. Nora Cordingley will continue her work with the collection.

South

Manuscripts recently received by the Virginia State Library, Wilmer L. Hall, librarian, include letters of the Ross family, 1805-16; Herndon account book, 1803-66; Fluvanna County papers; papers and correspondence of Governor A. J. Montague; miscellaneous manuscripts of Warwick, Prince George, and Nansemond counties; papers relating to the

News from

Brooke family; Tazewell family papers; a George Mason document; a letter book, 1804-08, of John Clarke, superintendent of the Virginia Manufactory of Arms; and various Confederate rosters.

More News from Virginia: A Further Account of Bacon's Rebellion, Reproduced in Facsimile with an Introduction by Thomas Perkins Abernethy has been issued by the University of Virginia Library as the third publication from the Tracy W. McGregor Collection. The facsimile is of a unique copy of a pamphlet published in 1677.

The manuscript collection of the College of William and Mary, E. G. Swem, librarian, has been enhanced by the acquisition of the letters, account books, and other manuscripts of Charles Campbell, author of the *History of Virginia* and former head of a preparatory school in Petersburg. The manuscripts include a diary of Charles Campbell in Petersburg for the period 1861-64.

Jacqueline Bull, assistant reference librarian, University of Kentucky, has been awarded a fellowship by the Rockefeller Foundation for study in Southern economic history. The study will consist of

(1) An analysis of the collection of Southern mercantile records in the University of Kentucky Library in an effort to learn the position occupied by the agricultural supply merchant.

(2) An estimate of the best methods for organizing these records into a working collection for scholars.

The collection of the Union Theological Seminary Library, Richmond, Va., Henry M. Brimm, librarian, has been transferred to the first unit of a new library building just completed at a cost of \$170,000.

Hollins College Library, Hollins, Va., Dorothy A. Doerr, librarian, has received a collection of seventy manuscripts, incunabula, and early sixteenth century books from Mr. Samuel Herbert McVitty of Ridgewood Farm, Salem, Va. This collection, consid-

the Field

ered by appraisers to include one of the finest small collections of early printed books, consists largely of works of German and Italian presses, although there are also examples from presses located in England and France.

Southwest

The University of Texas Library has added a new member to its staff, the "Service Coordinator," whose specific function is to remove the obstacles between the student and the book. Faculty members are encouraged to indicate the specific book requirements for their classes and with that information this staff member tailors the service to fit the need.

Brother Hugo, C.S.C., librarian of St. Edwards University, Austin, Texas, has reported the acquisition of the Texas Knights of Columbus Archives comprising about seventy thousand manuscripts and photostats of manuscripts.

The University of Texas Medical School, Elizabeth D. Runge, librarian, has established a new reading room called the Founders' Room. It was created by Dr. Chauncey D. Leake and formally opened on December 18, 1942. It contains the nontechnical books in the medical library, including biography, medical history, medical Texiana, plays and novels by and about doctors, as well as many classics and first editions of medicine. Also shelved in this room are Dr. Leake's interesting rare books and incunabula relating to the healing art and interesting books from other gift collections. The Founder's Room serves the student body as a recreational reading room. Mildred M. Robertson is in charge.

Texas Christian University Library, Mrs. Bertie H. Mothershead, librarian, has received as gifts the nine hundred-volume education library of Professor R. A. Smith and the five hundred-volume library of the late Professor W. C. Morro, head of the New Testament department of Brite College of the Bible.

Middlewest

Keyes D. Metcalf, director of the Harvard University Library, and Theodore C. Blegen, dean of the Graduate School of the University of Minnesota, have completed a survey of the relationship between the State Historical Society of Wisconsin and the University of Wisconsin Library and have made recommendations for a joint building program and a reallocation of the fields of collecting covered by each library.

The Rockefeller Foundation has granted \$5000 to be used in promoting Oberlin College's program of Far Eastern studies. Five hundred dollars will be devoted to visual aid materials such as maps, charts, and slides; the balance to the purchase of books. Julian S. Fowler is librarian.

Max Sherover, president of the Linguaphone Institute of New York, has donated to the Oberlin College Library a large collection of records relating to linguistics, phonetics, and diction of English and foreign languages. The collection includes also a representative selection of recorded speeches by prominent personalities, dead and living, and readings by prominent actors, poets, and authors. Mr. Sherover makes the gift in honor of his son, Charles, a recent Oberlin graduate, now in military service. A special room has been set aside and furnished to facilitate the use of these records and those of similar content already owned by the Oberlin library.

In May 1943 Indiana University acquired through purchase the Sweet collection of letters, documents, broadsides, prints, and books bearing on the War of 1812. There are about two thousand manuscript items in the collection, including letters of Presidents James Madison, James Monroe, William Henry Harrison, and Andrew Jackson. The British point of view is represented by the correspondence of Sir Alexander Cochrane, vice admiral of the British Navy at that time, and Lord Melville (Robert Dundas, second viscount), first lord of the British Admiralty. An interesting document is one signed by Robert Fulton and James Welden on their agreement concerning the use of submarine boats and torpedoes against the British fleet in the War

of 1812. The collection was amassed by F. G. Sweet, of New York City, and his son, Forest H. Sweet, of Battle Creek, Mich. Indiana University will maintain this material as a special collection, adding manuscripts and books as opportunity permits.

West

The Library Association of Portland, Ore., Nell Avery Unger, librarian, owns the original journal kept by Col. Charles S. Bulkley, who was in charge of the United States Russo-American Telegraph Expedition in 1865. There has been considerable interest in it since the Canada-Alaska highway was started. A photostatic copy has been made by the United States 29th Engineers and presented by the commanding officer of the Alcan military highway to Prime Minister W. L. McKenzie King.

For the past year the librarians of the seven state colleges of California have circulated a round robin letter. Each library adds a letter as it comes around. Contributions are sometimes made by several members of a staff. The topics discussed may be on a particular subject requested by one of the libraries, personal news, or news of library activities or problems.

San Diego State College Library, John Paul Stone, librarian, has received three important collections on loan for the duration of the war: the 25,000-volume scientific library of the Natural History Society of San Diego; the 3000-volume library of anthropology of the San Diego Museum of Man; and the personal library of 1375 volumes given to President U. S. Grant in 1866 by the City of Boston. The Grant Collection may remain with the college on permanent loan from the San Diego Museum.

Through the efforts of Dr. Guenther Reinhardt, the Charles Doe Memorial Library, University of California, now owns the most complete file of *Der Bund* to be found in this country. The library's file of this leading Swiss neutral newspaper is now complete from 1939 through November 1942.

Library science courses have been added

to the curriculum of the Adams State Teachers College, Alamosa, Colo., and students may now minor in that division. Lenore M. Brownlee is librarian.

Personnel

Lloyd A. Brown, formerly of the William L. Clements Library of the University of Michigan, has been appointed librarian of the Peabody Institute, Baltimore, to succeed Louis Henry Dielman.

Evelyn Steele Little, librarian, Mills College, has been given a year's leave of absence to serve with the British Branch of the Office of War Information. Helen Blasdale will serve as acting librarian in her absence.

Forrest F. Carhart, Jr., of the University of Michigan Library, has been appointed assistant librarian of the University of West Virginia, W. P. Kellam, librarian.

Mrs. Vivian Reynolds Boughter is librarian of the State College Library, West Liberty, W.Va., following the resignation of Virginia Patterson.

Edith M. Brainard, librarian of Itasca Junior College for the past two years, has resigned to accept the librarianship of Gustavus Adolphus College, St. Peter, Minn.

Wuanita Bell, acting librarian of the Bemidji State Teachers College, Bemidji, Minn., the past year, has been appointed librarian to succeed Eileen Thornton, who has resigned.

Christine L. Reb, librarian, Baker University, has been granted a leave of absence to become librarian of Winter General Hospital, Topeka, Kan.

Harold Lancour, librarian and assistant professor of bibliography at Cooper Union, New York City, and chairman of the Engineering School Libraries Section of A.C.R.L., has entered the Army. His duties will be assumed by David K. Maxfield, first assistant librarian.

Sadie T. Kent, who has been connected with the Southeast Missouri State Teachers College, Cape Girardeau, since 1905, and college librarian since 1910, has retired to partial service as librarian emeritus. At the time of her retirement the board of

regents named the new college library building the "Kent Library."

Felix Eugene Snider, formerly librarian of the East Carolina Teachers College, Greenville, N.C., has succeeded Sadie T. Kent as librarian of the Southeast Missouri State Teachers College.

Marion Fuller is now assistant librarian of Oregon College of Education Library, Monmouth, replacing Lois Criswell who has been appointed cataloger in the Oregon State College Library.

Ella R. McDowell, who has been municipal reference librarian of the Seattle Public Library, has been made head of the newly organized King County Rural Library Service with headquarters in Seattle. She has been succeeded by Katherine Karpenstein, recently assistant librarian of the University of California Law Library.

Humphrey Olson has replaced Adrienne Mason as librarian of Pikeville Junior College, Pikeville, Ky. Miss Mason is now librarian of the Nichols General Hospital in Louisville.

Etta Beale Grant has been promoted from assistant librarian to librarian of Murray State Teachers College, Murray, Ky., to succeed Ellison L. Brown, who is in the military service.

Catherine O. Vaughn has been appointed librarian of Kentucky State College for Negroes at Frankfort.

Harriet D. MacPherson, formerly a member of the faculty of the School of Library Service, Columbia University, is now librarian of Smith College.

John Van Male, formerly director of the Pacific Northwest Bibliographical Center at the University of Washington, Seattle, has assumed the librarianship of Madison College, Harrisonburg, Va. He succeeds Richard H. Logsdon, who is now acting director,

department of library science, University of Kentucky.

Mildred Rutherford has succeeded Mary Hutcheson as librarian of the Sue Bennett College, London, Ky.

Gilbert H. Doane, librarian of the University of Wisconsin, is now an officer in the United States Army and has been ordered to active duty in the military government program.

Orlin C. Spicer, formerly assistant in the reference and circulation department, University of Missouri Library, has been appointed librarian of Monticello College, Godfrey, Ill.

William H. Jesse, of the United States Department of Agriculture Library, has succeeded Mary E. Baker as librarian of the University of Tennessee.

Emory C. Skarshaug, until recently librarian of the Burnam Classical Library, University of Cincinnati, has been appointed librarian of Carroll College to succeed Hanna Kreuger who is now assistant librarian and instructor in library science at Western Illinois State Teachers College, Macomb.

Jennie D. Lindquist, noted for her work in the field of children's reading, is now a member of the staff of the University of New Hampshire Library, Robert L. Martin, acting librarian.

Naoma Rich, associate librarian of the Heber J. Grant Library of Brigham Young University, Provo, Utah, has been granted a six months' leave of absence to study at the School of Library Service, Columbia University.

The June installment of "News from the Field" erroneously reported Lorene A. Garloch as acting librarian, University of Pittsburgh. She is chief of reference and circulation. Carroll F. Reynolds is acting librarian.

Review Articles

The Reference Function of the Library. Papers Presented before the Library Institute at the University of Chicago, June 29 to July 10, 1942. Edited by Pierce Butler. . . . University of Chicago Press, 1943. 366p.

THE *Reference Function of the Library* is a collection of papers presented before the Library Institute of the University of Chicago in the summer of 1942. It gives a comprehensive picture of present-day practices in reference work in large, small, and medium-sized public libraries, school libraries, college libraries, and university and research libraries. Throughout, the emphasis has been placed upon actual methods used rather than upon constructive criticism of these procedures.

Miss Boyd's excellent paper on training for reference work does raise many questions as to present methods pursued in library schools. Here I should like to give a suggestion not contained in any of the papers. To me it seems that survey courses of at least the larger subject fields should be prerequisites for reference work. Present library school instruction in reference work is too selective, too dependent on such guides as Mudge, Minto, and Shores. While these guides all serve a purpose, it would seem that our preparation for reference work should be of a much broader character. Such survey courses should present for each subject covered, the classics of the subject, the outstanding contributors to advancement, the important periodicals, the outstanding reference books (not only recent but older works as well), and finally, the indexing and ab-

stracting journals covering that particular subject field. This would correlate the materials which reference librarians need most and would make of the prospective reference librarian, a general literature specialist.

Mr. Kuhlman, in his paper, has clearly stated that a reference librarian is expected to have knowledge of all subjects—at least, sufficient to find answers to questions, and then goes on to point out difficulties in expecting any one individual to be a master of all subjects. Such survey courses as herein proposed, however, might attain, in a general way, this end.

Many of the papers pertaining to reference work in certain types of libraries attempt to classify reference work: information or fact finding, search or research, and reader's advisory service. One paper expresses uncertainty as to whether reference work is search or research. It should be pointed out that the two chief functions of libraries are first, promoting good reading, and second, providing reference service. To establish the fact that reference work is search and not research, or vice versa, is in no way going to increase the importance or value of that service. The reference service can only become more efficient with more comprehensive reference tools, such as indexes, reference books, and subject catalogs to the book collections of the libraries themselves.

Catalog a Reference Tool

The first step toward this end is to make the public catalog a real reference tool rather than a bibliographical curiosity. Mr. McCombs's comments on this point

deserve endorsement. It has been library practice, for some time, to make each card going into the public catalog a perfect bibliographical tool, omitting nothing. In this connection, I have often wondered why catalogers, to be consistent, have not actually included the number of illustrations, plates, figures, etc., in the collation. By such detail some uniformity in cataloging has been achieved, but the resulting product has certainly not constituted a real index to the book collection contained in the library. If all unnecessary details were eliminated from the author card, making it more of an index card than a complete bibliographical tool, funds now expended in laborious bibliographical work could be used for expanding and making more useful the comprehensive subject approach to the library's collections. Periodicals, serials, and public documents could be fitted into this scheme by broad subjects and some analytics. Most of the indexing which is done by the *Experiment Station Record*, the *Agricultural Index*, the *Public Document Catalogue*, and similar tools, does not necessarily need to be duplicated in the public catalog. Were this duplication eliminated, more time could be spent upon making comprehensive subject analyses of the book collections not elsewhere already adequately indexed.

A second step in the increasing of the efficiency of reference work is the producing of comprehensive guides to reference books, not selective like Mudge, but covering, in addition to current reference books, all important reference books of the past. This subject is discussed in the paper on "Book Selection for Reference Work" by Mr. Spargo.

Subject Bibliographies Needed

Reference work would be greatly aided were more adequate and comprehensive subject bibliographies available. Here again complete coverage rather than selectivity is indicated. Mr. Spargo expresses this need by suggesting a subject index to printed books. Also, there is an ever-increasing need for detailed bibliographies of the works of standard authors. These suggested bibliographical ventures should be correlated with the public catalog rather than duplicated in it.

Finally, comprehensive periodical indexes covering large subject fields and including all periodicals published in those fields, as well as the publications of learned societies, academies, and most serial publications, would save endless labor for the reference staff and for scholars.

Could reference departments be provided with some or all of the above-mentioned tools, the staffs of those departments would be better able to cope with public demands and could spend most of their time in training patrons to find material themselves. The lack of these tools definitely places a heavy burden on reference service. How much simpler it would be if the reference librarian could say, "This catalog is a complete subject analysis of our book collection;" "This periodical index includes all periodicals in this subject field;" or "This comprehensive subject bibliography contains all material on this subject." Perhaps these objectives seem difficult to obtain, but some libraries have taken steps in this direction. The classed catalog of the John Crerar Library in Chicago, for example, is certainly the type of subject approach to the library's book collection of which I speak.

Administrative Problems

The paper on administrative problems by Miss Barton discusses at some length centralized versus decentralized or subject departmentalized service. Summarizing, enlarging on, and adding to some of Miss Barton's statements, it would seem that centralized service in small and medium-sized public libraries, college libraries, school libraries, and special libraries should be maintained, whereas the large public libraries, university libraries, and reference libraries require subject departmentalized service. The budgets of smaller libraries are not adequate to maintain the personnel and books needed for an enlarged reference service. Here, also, reference work is largely localized and less complicated. In the large public libraries and university libraries a very diversified demand is made on the reference service. Literature specialists rather than subject specialists are much needed, however. Departmentalization should not be extreme—that is, social science rather than economics, pure science rather than physics, etc. If the larger libraries would centralize reference service as a whole to the same location—that is, all on the same floor of the building; and if all patrons were first directed to a general reference room where the simpler fact-finding questions might be quickly disposed of and from there directed to the social science reference room, the pure science reference room, the applied science reference room, the humanities reference room, etc., where questions or problems requiring search might have the assistance of literature specialists, better reference service would result. The addition of literature specialists could be entirely dependent on the locale of the library. If there are constant demands in the field of chemistry, add a chemistry

literature specialist; if history, a history literature specialist; etc. The larger library, with this type of organization, would certainly be able to supply all available data contained in its collection on any subject to its clientele promptly and efficiently.

In addition to the papers on reference work in various types of libraries and administrative problems, there is a group of papers on special reference problems in art and music, map collections, social science, science and technology, rare books, and supplementary reference materials. Mr. Angle's paper on reference work in the rare book room is brief, concise, and to the point. Mr. Kuhlman's paper on "Supplementary Reference Materials" shows clearly the complications involved in dealing with fugitive materials. A paper on public documents reference problems would have added materially to the collection.

Reference Function of the Library will bear careful reading, study, and discussion. The amazing thing is that, after over half a century of technical library training, many of the problems which faced librarians fifty years ago still remain unsolved.—*Jerome K. Wilcox, University of California Library, Berkeley.*

The Chicago Public Library: Origins and Backgrounds. Gwladys Spencer. University of Chicago Press, 1943.

This study of the Chicago Public Library confines itself largely to origins and backgrounds. Some, but relatively slight, attention is given to the organization period following legislative authorization and none to the library's development.

The cultural and economic background of the city of Chicago from its founding to the establishment of the Chicago Public

Library is fully presented. In great detail are described Chicago's early libraries and library associations, special and private libraries, and those owned by individuals. Wherever possible biographical details as to the men concerned are furnished. Books and periodicals read during these early years, book selling and book publishing, and intellectual interests of all kinds are part of the picture.

The story of Chicago's rise as a commercial and industrial center is amazing. The rapid accumulation of wealth made a flourishing of the arts possible. Miss Spencer rightly discerns that this was least creditable in the field of literature and makes no unreasonable claims for Chicago in respect to book authorship, publishing, or selling. In fact it was far behind Cincinnati in this respect for the period covered.

Three chapters tell the library story for Illinois. Again beginnings and background are emphasized. This account likewise ends with about 1872. Legislative history is discussed in detail. Libraries in colleges and schools are included as well as public libraries.

Such local and regional studies of library development are welcome. It is to be hoped that others will follow. We are not sure, however, that they need go into equal detail as to all of the varied and tiny and often short-lived efforts. Miss Spencer's account seems to invest them with an importance and an influence which seems disproportionate, on the basis of current evaluation or on that of their effect on library development in Chicago and in Illinois.

An immense amount of investigation of source material and especially of contemporary records has evidently gone into the preparation of this study. We have at

times, however, the feeling that the accumulated mass of material got out of hand and that the real meaning of her statistics sometimes escaped her. These criticisms apply chiefly to the chapter on economic and cultural backgrounds.

Census Figures Inadequate

The author discusses with great seriousness U.S. Census figures on illiteracy for 1840 and 1850. At no time were specific tests of ability to read or write used in enumeration, and variations in accuracy and interpretation as between individual census enumerators and as between supervisors for various states and cities were inevitable. As clearly brought out by Jensen in his article, "Illiteracy" in the *Dictionary of American History*, this subject is difficult in the extreme.

When we read, on page 21, that in 1840 in Chicago "every person over twenty could read and write," our reaction is that maybe this is a "statistic" but certainly it is not a fact. We looked up Miss Spencer's authority, namely the *U.S. Census Report* for 1840, and found that in that year in Cleveland, and in Milwaukee also, every person over twenty could read and write. We don't believe this either. We do not object to this reference to census figures of 1840 but rather to the uncritical acceptance and to resulting assumptions. Real ability to read and write a hundred years ago was by no means 100 per cent. Present U.S. Army figures as to functional illiteracy are both more realistic and less flattering to ourselves.

On this page likewise we are informed that in 1870 "about 35 of each 1000 . . . were to be considered illiterate," or 3.5 per cent, while a footnote to this para-

graph places Chicago's illiteracy for the same year at 0.262 per cent.

The ratio of men to women in the population is also gone into extensively. This is important background information, but the situation was not peculiar to Chicago but was paralleled in other Northern pioneer communities of the period. By 1870 Chicago did not differ materially in this respect from the national average, while newer communities like St. Paul or Kansas City still had disproportionately large masculine populations.

On page 17 we find two obvious inaccuracies. "The total valuation give [sic] in 1850 was \$20,000,000. By 1870 this had grown to \$377,000,000. Thus in two decades it had increased at an average rate of somewhat over \$51,000,000 annually." We figure the rate at less than \$18,000,000 annually.

The following paragraph states "The day preceding the Great Fire, nearly 250,000,000 bushels of wheat . . . had come to the huge grain elevators and storehouses." This reported one day's receipts is more than the total annual crop of spring and winter wheat for the entire country for the year 1871. The daily capacity of flour and gristmills of Illinois in 1870 was 321,533 bushels (U.S. Census figures) or about one eighth of 1 per cent of this reported one day's receipts of wheat in Chicago. On page 42, item 19 reports for Chicago "An annual receipt of produce and materials of all kinds amounting to \$182,743,598." At seventy-five cents a bushel the wheat receipts reported for one day would exceed this total annual amount. It is difficult to understand how such glaring discrepancies passed not only the author but also editor and proofreader. The appearance of

scholarship seems at times of greater concern than its actuality.

Excessive Citations

The number of citations seemed to us excessive and we became lost at times amidst the "op. cit." and the "ibids." On pages 59 and 60, discussing the history of the Young Men's Association, there are eight citations to the short annual report for the year 1855. Often it is necessary to work back through a chain of these to the first mention of the newspaper or report referred to.

Chapter XIII is devoted substantially to the first year of the newly-established Chicago Public Library. In its twenty-seven pages, *The Proceedings, 1872-81, of the Board of Directors* are referred to thirty-one times and *The First Annual Report, 1873*, seventeen times. It would seem that a general reference to these brief documents might have sufficed.

Likewise we are surprised at the number of printer's errors, grammatical lapses, and cumbersome and often unclear sentences with an excessive use of adjectives. There is also much repetition, on the order of the clergyman who first told what he was going to say, then said it, and finally summed up what he had said.

Space is lacking in this review to make a convincing justification of the above assertions. To give only a few specific instances would seem picayunish, but we did in fact note a quite considerable number of instances of printer's errors, doubtful grammar, inaccurate or unclear statements, and of sentences awkward and overloaded with words.

A long bibliography is appended. We made no attempt to check it for omission or inclusion but did note the absence of two items of interest in connection with

Newberry and his benefactions. These are the charming *Diary of Julia Rosa Newberry*, published 1933 but covering a few years before and after the fire, and "An Early 'Friend' of Libraries" by George B. Utley, published in *The Library Quarterly*, July 1942, and available in reprint form. The "friend" is Mark Skinner with twenty entries in the index of the volume under review.

We have been unduly severe, perhaps, in pointing out these blemishes. Serious blemishes they are, but after all they are only blemishes on a study which is a real contribution to our understanding of the culture of our early Middle Western states and more specifically a history of library development in an important and typical state of this region. Librarianship has often been criticized, and rightly so, for its failure to create a scholarly literature. Happily the criticism is beginning to lose force. But, for this very reason, it is important that all who aspire to aid in this process should meet, in the highest degree, the high requirements for genuine scholarly writing. This requires accuracy, common sense, imagination, breadth of view, clarity, and conciseness. Industry, though essential, is a subordinate virtue.

A work of scholarship must necessarily be judged, if judged at all, on such a basis. While we regret to have found much to criticize adversely, we do want in conclusion to express to Miss Spencer the thanks of the many who are interested in the beginnings and the development of things literary and cultural for bringing together so many widely-scattered and deeply-buried facts and presenting them in so well organized a manner. We hope that other cities and regions may have the benefit of like study and research following in the pioneer footsteps of Miss Spencer and

will find an historian as conscientious and interested.—*Carl Vitz, Minneapolis Public Library.*

American Standard Reference Data and Arrangement of Periodicals; Approved June 7, 1943. American Standards Association, 29 W. 39th St., New York. 4p.

The first edition of this code appeared in 1935 as the *American Recommended Practice, Reference Data for Periodicals*, after having been approved by a general conference of publishers and librarians organized under the procedure of the American Standards Association. Work on the revision was started in 1940 by the A.S.A. Committee on Standardization in the Field of Library Work and Documentation, under the sponsorship of the American Library Association, with a committee representing fifteen library and publishers' associations.

The new code is about twice the size of the original. The rules have been expanded to greater detail and provide the solution for many more special problems. It is a manual for the person who gets out the periodical and it aims to note systematically the more or less mechanical details (usually taken care of by the managing editor) which make for the efficient handling of periodicals by all who use them or make them available for the use of others. These are such details as how to take care of volume numbers, issue numbers and date, title pages, contents, index, information which should be given under the masthead, errata slips, changes of policy, changes of title, mergers, suspensions, etc. The section on supplements of various kinds and one on society publications are entirely new.

The committee is to be congratulated on the large amount of material they have put compactly into a small space. However, the effort made to secure compactness has given the new edition a more formidable appearance. Its plan would be more readily seen if the original headings "Individual issues" and "Individual volumes" had been retained. In some cases paragraphs might have been better arranged so that the emphasis would be on the main point. Also some of the terminology might be clearer. For example, there is a section headed "Bibliographic information." In a work that is primarily bibliographic, what special phase would one expect to find there? It is asked that title page and index be sent to libraries "without notification." The point is that libraries should not have to request them. On the whole the new layout is an improvement and the boldface captions are an aid to quick consultation.

A very few of the details asked for seem inconsequential or an unattainable luxury. For example, for reasons of finance, there can be little use in asking popular periodicals to avoid printing advertising and text on the same page. The point is that, if text and advertising are mixed, the pagination should be carried through, but a section which contains advertising only should not receive page numbers. This paragraph could have been rearranged to put the more important part first and would be more likely to be approved by publishers. Also, is there any objection, except aesthetic, to advertising on the back of the title page?

It was said of the first edition of the code that it covered every aspect of its field and little more could be desired. In practical use a great deal more has been found needed and there are still a few

omissions. No effort has been made to standardize the size of periodicals or the type page, and while ample provision is made for the numbering of loose plates, so that they will not be lost, nothing is said about folding larger illustrative material well within the margin so that it will go safely through the trimming when the volume is bound.

It is hoped that the code may be widely distributed and find a place on the desk of every editor and publisher of periodical material. It has long been recognized that, far from being ephemeral, periodicals are the source for much of the most important material of research. The weightiest scientific and social theories are based on minute experiments, and with few exceptions the full story is to be found only in the original periodical article.

Use of the code by those responsible for the make-up of periodicals will take very little of their time and in many cases will simplify their work. The practical usefulness of the details asked for on the spine or cover of each issue is obvious. The details of history asked for are always known to the editor as the issues are being published and too frequently are so commonplace to him that he does not think it important to record them. Yet these are the details which are unobtainable later or obtainable only after a long and costly search. They are an absolute necessity to research libraries endeavoring to make a complete set available.

If publishers will see that the code is followed it will result in a great saving in the cost of day-by-day handling of periodicals and a still more noticeable and welcome saving when the volumes are made up for binding and finally cataloged.—*Helen Grant Cushing, The H. W. Wilson Company.*

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